

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

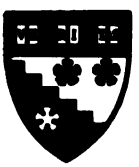
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Harvard University



Monroe C. Gutman Library

of the

Graduate School of Education

HV 5561
.N79 N2
no.77-80
1895-98

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C. GUTMAN LIBRARY



The New York Institution

for the

Instruction of the Deaf and Dumb

Seventy-Seventh Annual Report

1895

The Knickerbocker Press, New Rochelle, N. Y.

SEVENTY-SEVENTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

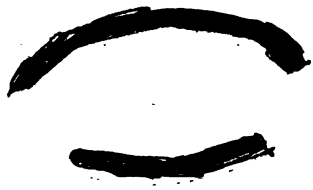
INSTRUCTION OF THE DEAF AND DUMB,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK

FOR THE YEAR 1895.





NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1818.

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

TOTAL NUMBER OF PUPILS WHO HAVE RECEIVED INSTRUCTION DURING THE SEVENTY-SEVEN YEARS SINCE ITS ORGANIZATION, 3,538.

Every known instrument and aid which is of value in their education is used. Lip reading and articulation taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough Instruction in all departments of art a special feature of this Institution. A completely equipped Gymnasium, under the supervision of a Physical Director, has been provided.

The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

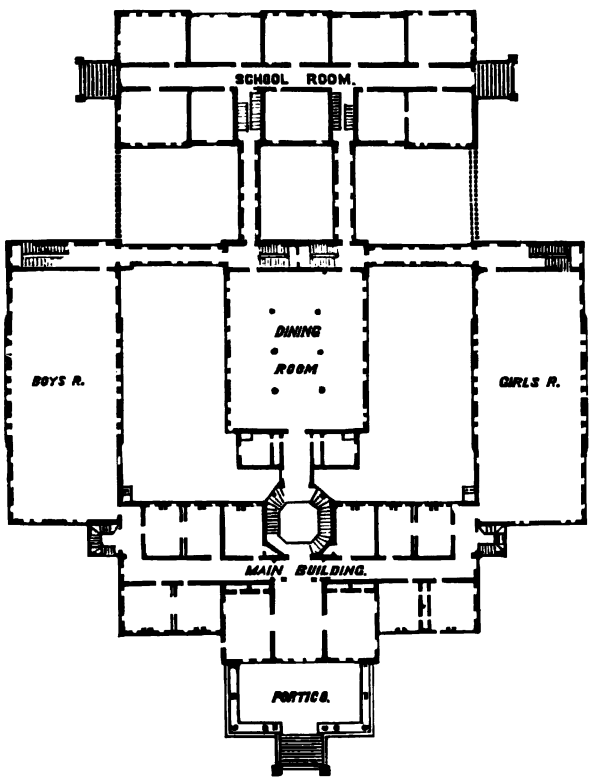
All correspondence regarding the admission of pupils should be addressed to the Principal.

ENOCH HENRY CURRIER, M.A.

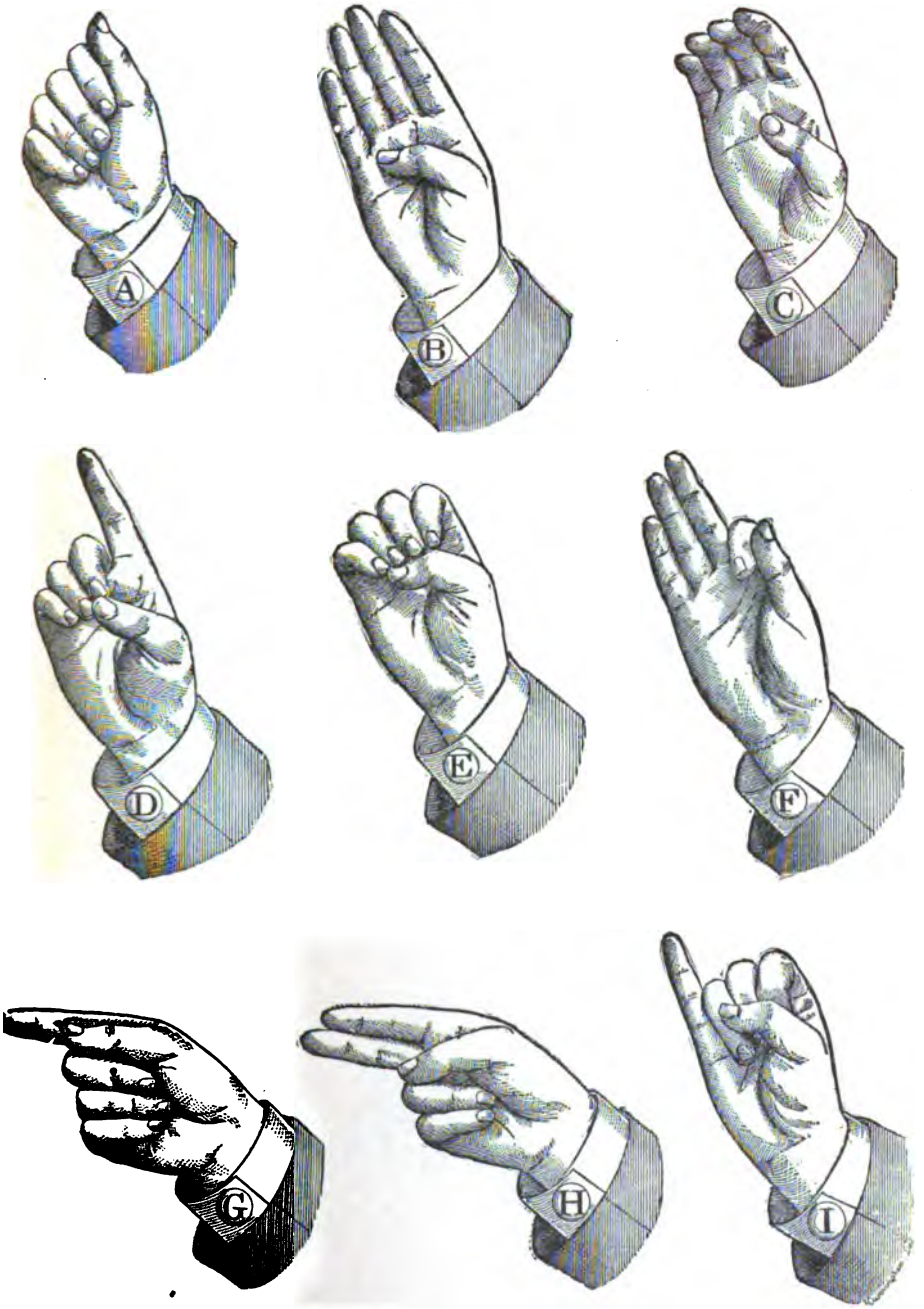


NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

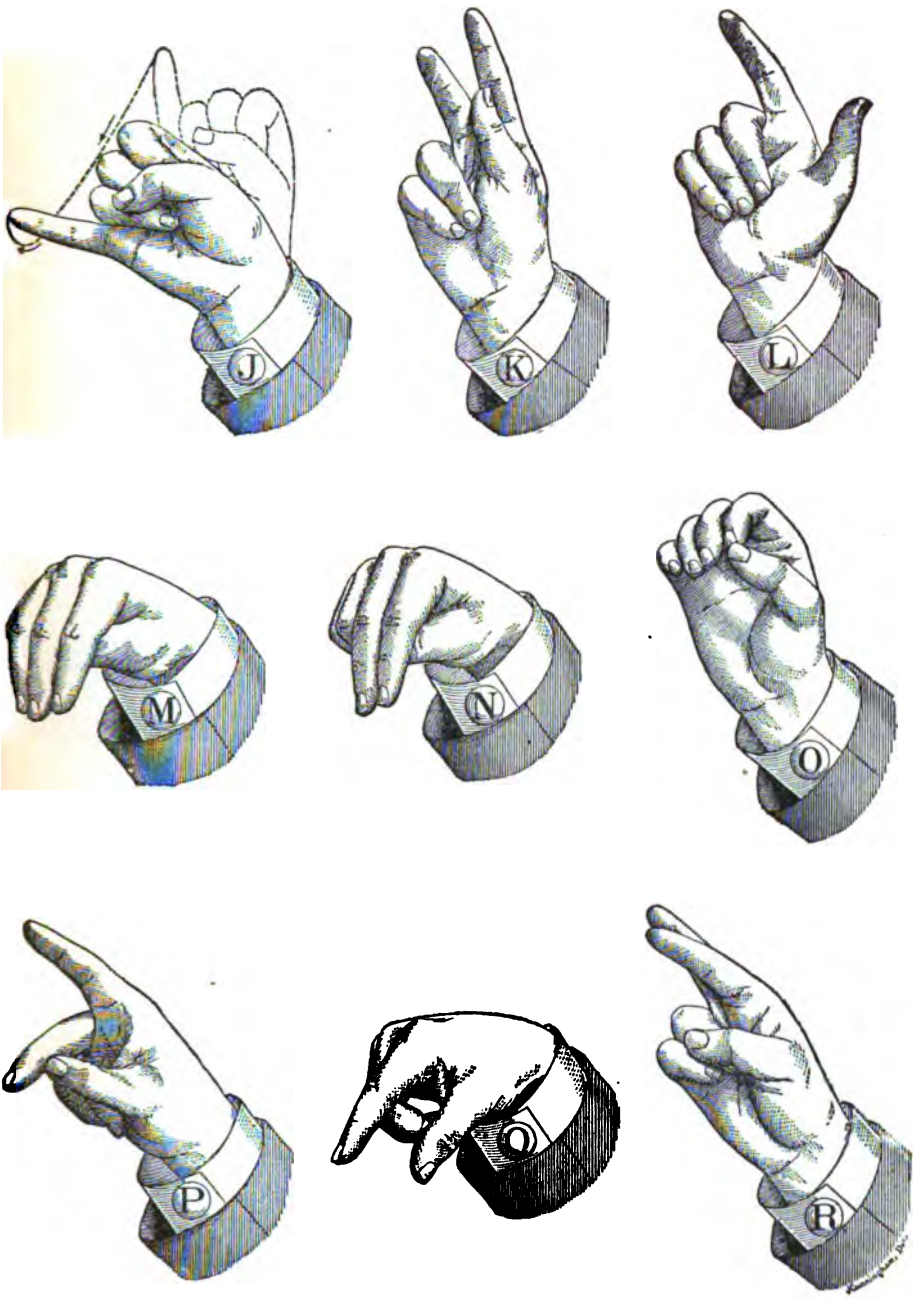
MAIN BUILDING FROM THE SOUTHWEST—150 × 55 feet, with two wings, each 120 × 46 feet.



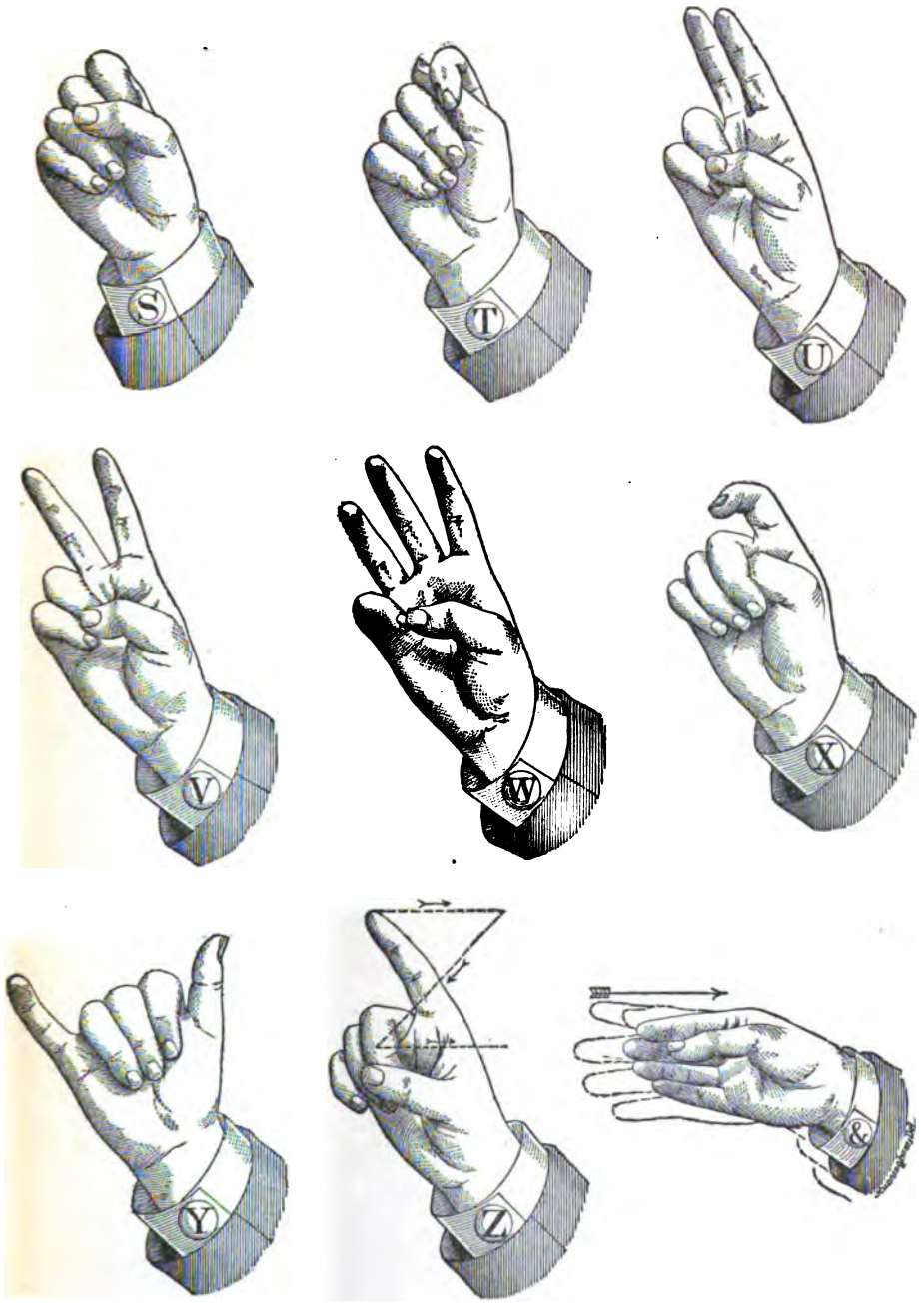
PRINCIPAL FLOOR.
SCALE.



THE AMERICAN MANUAL ALPHABET.



THE AMERICAN MANUAL ALPHABET.



THE AMERICAN MANUAL ALPHABET.

CONTENTS.

SEVENTY-SEVENTH ANNUAL REPORT.

	PAGE
List of Officers, Directors, etc.	9
Directors' Preface	15
Report of the Principal	17
Report on the Annual Examination	32
Baccalaureate Sermon	68
Annual Commencement	72
Financial Statement	84
Report of the Attending Physician	88
Report of the Ophthalmologist and Otologist	90
Report of the Dentist	91
Situation of the Institution	92
Terms of Admission	92
Laws and Blank Forms	95
Public Meetings	101
Form of Bequest	101
List of Munificent Benefactors	102

CONTENTS.

SEVENTY-SIXTH ANNUAL REPORT.

	PAGE
Directors' Preface	2
Report of the Principal	4
Report on the Annual Examination	20
Baccalaureate Sermon	55
Annual Commencement	61
Financial Statement	74
Report of the Attending Physician	79
Report of the Ophthalmologist and Otologist	81
Report of the Dentist	83
The History of Articulation Teaching in the New York Institution for the Instruction of the Deaf and Dumb	87

OFFICERS AND DIRECTORS.

PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT.

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT.

MORRIS K. JESUP.

TREASURER.

EDWARD M. TOWNSEND.

SECRETARY.

THATCHER M. ADAMS.

First Class—Term expires May, 1896.

MORRIS K. JESUP.	JAMES O. SHELDON.
EDWARD M. TOWNSEND.	WM. JAY SCHIEFFLIN.
THATCHER M. ADAMS.	WALTER H. LEWIS.
GEORGE F. BETTS.	(Vacancy.)

Second Class—Term expires May, 1897.

REV. THOS. GALLAUDET, D.D.	FRANCIS V. GREENE.
WILLIAM GREENOUGH.	CHARLES A. LEALE, M.D.
JOHN L. TONNELÈ.	W. M. V. HOFFMAN.
JOHN T. TERRY.	FREDERIC J. DEPEYSTER.

Third Class—Term expires May, 1898.

HEWLETT SCUDDER.	HON. ALBERT M. PATTERSON.
HON. E. L. FANCHER, LL.D.	REV. CHAS. A. STODDARD, D.D.
AVERY T. BROWN.	EVERETT HERRICK, M.D.
BENJAMIN PERKINS.	JAMES B. FORD.

STANDING COMMITTEES.

Executive Committee.

JOHN T. TERRY, *Chairman.*

GEORGE F. BETTS. FRANCIS V. GREENE.
BENJAMIN PERKINS. JAMES O. SHELDON.

Finance Committee.

HON. A. M. PATTERSON, *Chairman.*

W. M. V. HOFFMAN. JAMES B. FORD.

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D., *Chairman.*

AVERY T. BROWN. EDWARD M. TOWNSEND.
CHARLES A. LEALE, M.D. JOHN L. TONNELÈ.

Law Committee.

HON. ENOCH L. FANCHER, LL.D., *Chairman.*

THATCHER M. ADAMS. GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN, *Chairman.*

WALTER H. LEWIS. WILLIAM GREENOUGH.

Committee on Nominations.

MORRIS K. JESUP, *Chairman.*

REV. CHARLES A. STODDARD, D.D. AVERY T. BROWN.

Ladies' Committee.

MRS. ETHAN ALLEN.....*Chairman.*
MRS. HENRY M. DAY.....*Secretary.*
MISS JULIA COOPER.....*Treasurer.*

MRS. JOHN T. TERRY. MRS. CHARLES A. STODDARD.
MRS. HENRY A. OAKLEY. MRS. WILLIAM GREENOUGH.
MRS. EDWARD S. JANEWAY. MRS. HELENA T. BROWN.
MRS. EDWARD M. TOWNSEND. MISS HARRIET TABER.
MISS CAROLINE DELANO. MISS CAROLINE H. PATTERSON.
MRS. EDGAR S. AUCHINCLOSS. MISS V. B. GALLAUDET.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

EMERITUS-PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

THOMAS FRANCIS FOX, M.A., *Senior Assistant and Librarian.*

WILLIAM GEORGE JONES, M.A.
W. BARLOW HILL, M.A.
ROBERT D. HOYT, B.A.
CHARLES W. VAN TASSELL.
IDA MONTGOMERY.
LUANN C. RICE.
EVA E. BUCKINGHAM.
MYRA L. BARRAGER.
HELEN CHAPIN VAIL.
MARY H. HIGGS.

ETHEL R. C. CAPARN.

KINDERGARTEN DEPARTMENT.

FAYETTA PECK.

MARY E. UNKART.
AMELIA E. BERRY.

SPECIAL TEACHERS OF ARTICULATION.

PRUDENCE E. BURCHARD.
HELEN B. ANDREWS.
GRACE H. STRYKER.
HARRIETT C. HALL.
BESSIE L. NIXON,
FLORENCE G. S. SMITH.
STELLA B. HANMER.
W. BARLOW HILL, M.A.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

GABRIELA MARIE LEPRINCE.

READER.

JANE TOMLINSON MEIGS.

DEPARTMENT OF LIP READING, ARTICULATION, AND AURAL DEVELOPMENT.

W. BARLOW HILL, M.A.
GRACE H. STRYKER.
HELEN B. ANDREWS.
HARRIETT C. HALL.
BESSIE L. NIXON.
FAYETTA PECK.
MARY E. UNKART.
JANE T. MEIGS.
EVA E. BUCKINGHAM.
FLORENCE G. S. SMITH.
LUANN C. RICE.
STELLA B. HANMER.
ROBERT D. HOYT, B.A.
ETHEL R. C. CAPARN.
HELEN CHAPIN VAIL.
AMELIA E. BERRY.

MARY H. HIGGS.

PHYSICAL DIRECTOR.

TREVANION G. COOK.

THE HOUSEHOLD.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

EVERETT HERRICK, M.D.
CHARLES A. LEALE, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

DENTIST.

CHARLOTTE E. BENTON, D.D.S.

STEWARD.

CURTIS WILCOX.

ASSISTANT STEWARD.

HUGH CONLEY SEWARD.

CLERK.

WILLIAM H. VAN TASSELL.

ACCOUNTANT.

JOHN V. MILLER.

MATRON.

Mrs. JULIA F. WILCOX.

ASSISTANTS.

Miss PRUDENCE LEWIS.
Miss MARY E. MONTGOMERY.
Miss MYRA M. LONG.
Mrs. ANN L. TURNER.
Miss MARY LEWIS.

NURSE.

Miss MAUD MILLER.

TUTORS.

W. H. VAN TASSELL.
W. G. SHANKS.
E. S. BURDICK.
FLORENCE A. DIVINE.
ANNIE DOUGHERTY.
JENNIE A. McGOLDRICK.
KATE ROBERTSON.
MARY H. STARK.
AGNES CRAIG.
ELIZABETH DENNY.
ALICE HOCHEIMER.

ENGINEER.

JOSEPH H. BANKS.

ASSISTANTS.

WILLIAM R. MARSH.
BENJAMIN LIMBERT.
JOHN CAFFREY.

NIGHT SUPERVISORS.

WILLIAM L. HANSON.
ALBERT H. KING.
MAGGIE DONLAN.

TRADE SCHOOLS.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

MASTERS.

PRINTING.

EDWIN A. HODGSON, M.A.
ANTHONY CAPELLI, *Assistant.*

CARPENTRY AND CABINET-MAKING.

EDWARD CLEARWATER.

TAILORING.

JACOB KLAEN.

HORTICULTURE.

WILLIAM DICKSON.

GARDENING.

ALBERT METZGER.
JAMES McCUE, *Assistant.*

BAKING.

THOMAS BEATTY.

DRESSMAKING.

MARGARET DOOLAN.

SHIRTMAKING.

HATTIE E. DeGOLIA.

PLAIN SEWING.

SOPHIE KLEINHAUS.

COOKING.

Mrs. JULIA P. HOTCHKIN.

TRADE SCHOOLS.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

MASTERS.

PRINTING.

EDWIN A. HODGSON, M.A.
ANTHONY CAPELLI, *Assistant.*

CARPENTRY AND CABINET-MAKING.

EDWARD CLEARWATER.

TAILORING.

JACOB KLAEN.

HORTICULTURE.

WILLIAM DICKSON.

GARDENING.

ALBERT METZGER.
JAMES McCUE, *Assistant.*

BAKING.

THOMAS BEATTY.

DRESSMAKING.

MARGARET DOOLAN.

SHIRTMAKING.

HATTIE E. DEGOLIA.

PLAIN SEWING.

SOPHIE KLEINHAUS.

COOKING.

MRS. JULIA P. HOTCHKIN.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

SEVENTY-SEVENTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Seventy-Seventh Annual Report for the year ending September 30th, 1895.

The reports of the Principal, of other officers of the Institution, and of the Annual Examination, together with the financial report of the Treasurer, are submitted herewith.

The past year has shown a marked advance in all matters connected with the work of the Institution. So much has been done in the way of tasteful, though inexpensive, decoration of the interior of the buildings, that the effect is very attractive to visitors.

The work of the gymnasium has done wonders in improving the health and strength of the pupils, and developing a *corpus sanum* in which a *mens sana* can be cultivated. Another step in this direction is the uniforming of pupils and drilling them, a step which was followed in a short time by an improved bearing and *esprit de corps*. To this end of improved health much has been contributed by the fine dental work done in the Institution, and the faithful supervision of the Dentist.

The boys, as well as the girls, are now taught cooking, a thing which has become very popular with the pupils and consequently successful.

The Institution met with a heavy loss last April in the destruction by fire of the Trades School Building. By temporary makeshifts, however, instruction in all trades, with one exception, has been resumed.

A new branch of instruction has been opened—that of floriculture and horticulture,—and for that purpose a fine new greenhouse, with accompanying buildings, has been built and paid for out of the Real Estate and Building Fund.

A new playhouse has been built near the Mansion House for the benefit of the very young pupils. In fact, so much has been done in the way of improvements, within and without, that many people who had not visited the Institution for several years have said they would hardly know the place.

One great evil exists, viz., the taking away of pupils by their parents before their course of education is finished. The full term is short enough, deaf-mute instruction being slower than that of hearing and speaking pupils, without having the advancement of the pupil marred by injudicious action of their parents. Another cause of harm is the reten-

tion of deaf-mute children at home when they ought to be in school. To meet both these evils a compulsory law would be of great advantage.

Your attention is called to the statements in the Principal's Report of new and improved methods of instruction.

The receipts for board and tuition were $102,399.69, and the house-account expenditures for same time, $103,441.02.

With a full appreciation of the liberality of the Legislature in the past, and with a determination to shape our course so as to deserve it in the future, the Board would earnestly request the enactment of the following legislation :

First : The appropriation of State moneys at the rate of $300 per annum for the board, lodging, and tuition of each pupil.

Second : An amendment to the existing law, so as to make a residence of one year, instead of three, sufficient for the admission of State pupils.

Third : An education law which will compel parents to send deaf-mute children to some Institution, and to leave them there during the full prescribed term.

Respectfully submitted,

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG RAISING.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—In accordance with the by-laws of this Institution, I transmit for your consideration the Seventy-Seventh Annual Report, the same being for the year ending September 30th, 1895.

Notwithstanding the unusual obstacles that have presented during the period covered by this record, the year, as a whole, has been marked by most gratifying advance in the various departments, and there is especial reason for congratulation that the enthusiastic efforts of both officers and teachers have been so signally rewarded.

It is with justifiable pride that I call your attention to the fact that within the year not a single death has occurred in the Institution. Neither has there been any serious sickness among the members of our large family. With a population of about five hundred, the majority being young children constitutionally weak, such a record of unusual health presents proofs of the perfectness of sanitary arrangements that cannot be disputed.

The reports of the Attending Physician, the Dentist and the Opthalmologist and Otologist indicate in detail the amount of attention required in the cases entrusted to their care.

In the following summary of attendance a special increase of numbers will be noted which would indicate that the parents of deaf children, investigating more carefully the advantages offered by the various schools for the deaf, are recognizing the fact that this Institution, the oldest in the State, and the first established oral school in America, is able to supply a service broader than any school whose system is confined to a single method.

	Males.	Females.	Total.
Number of pupils connected with the Institution, October 1st, 1894	233	124	357
Admitted during the year	49	23	72
Whole number for the year	282	147	429
Discharged during the year on account of inability to acquire knowledge; to accept employment; and expiration of terms	39	25	64
Connected with the Institution, September 30th, 1895	243	122	365

The whole number—429 pupils—that have been in attendance during the year were supported as follows:

By the State of New York	237
By the Counties	160
By the Counties a part of the year and the State the remainder thereof	26
By Parents and Guardians	5
By the Institution	1
Total	429

The unusual number of discharges noted above is an indication of a greater prosperity in the business world, since a large proportion of the pupils, absenting themselves without notice to the Institution, have been taken away from school, before the completion of the regular course of instruction, that the parents might receive benefits from the labor of the child. This is a great evil to the unfortunate deaf. The time for instruction allowed by law is not too long for those of common mental ability. It is only a very few, especially gifted with superior mental faculties, who can secure more than a necessary, practical education within the time allowed. To shorten this is, therefore, to defeat the object for which special schools for the deaf were established. The foundation for education which must first be laid requires time and, if the child is removed before the course is completed, the labor and expense have been, to a great extent, in vain. Not only is the pupil deprived of his due, but the Institution suffers in its reputation, when pupils half-taught go out into the world as examples of what has been done for them.

Very great injury is also done to the young deaf child who is detained at home and deprived of the opportunity to become thoroughly and practically educated merely from the selfish weakness of parental affection. This cannot be too strongly condemned. While it is natural that there should be a certain unwillingness on the part of parents to confide their children to the care of strangers, it would seem that the life of unhappiness and dependence that must be the lot of the uneducated deaf would more than counterbalance this misdirected love.

It would therefore be eminently fitting if the provisions of the Compulsory Education Law were made applicable to these cases, thereby securing the removal of all barriers to a free education which is the peculiar right of every child in America.

The Schools.—Academical Department.

From the report of the Committee on Examinations, to which I would most respectfully call your attention, it will be seen that there were under

instruction during the Academic year ending June 11th, 1895, four hundred and twenty-two pupils, two hundred and eighty-one males, one hundred and forty-one females, in nine grades of twenty-eight classes taught by twenty-three teachers. The rotation system employed, made up of periods of forty minutes, has given complete satisfaction. It has proved to be a decided advance over the single-class system. Aside from freeing the pupil from the monotony resulting from continued confinement to one room during the entire school session, rotation permits the teachers to give special attention to one subject, and affords them an opportunity to present that subject more thoroughly and attractively so that the interest of the pupil is retained. It moreover brings the pupil in contact with several teachers in place of one, thereby affording them more extended general information than is possible under any other plan. Not the least however of the advantages of this system is the ease with which the proper assignment of new pupils is made as they arrive, without unduly crowding a class. The constant increase in the number of new pupils throughout the school year, with the difficulty of engaging additional experienced teachers after the opening of the school, makes this consideration an exceedingly important one. Conscientious study of the results thus far developed by this system continues to suggest further improvements and these have been introduced at every opportunity. Each grade has its own programme of work adapted to the standing of the pupils therein. These programmes indicate the work for the entire academic year, which, for the purpose of regulating the studies and grading according to the changes in the relative rank of the pupils, is divided into three terms. One important outcome of the form of grading followed during the last Academic year has been the development of the plan that will be pursued the coming year, whereby the number of pupils assigned to each class is considerably reduced. Experience has shown that, with deaf children, individual treatment is to a great extent an absolute necessity. The smaller the class the more this is possible and the more marked is the progress of the pupil. A class numbering from ten to twelve is quite enough to demand all the tact, skill and ingenuity of the most accomplished teacher. With this number he is enabled to do each pupil justice ; with a larger number both the pupil and the teacher must suffer, the former from the lack of individual attention ; the latter from the loss of nerve force expended in attempting to give the benefit of his skill equally. Heretofore the classes have averaged from sixteen to eighteen pupils. Under the arrangement recently introduced no class will have more than thirteen pupils, the majority ten, and some eight. With this reduction in the number of pupils assigned to a teacher at one time, it is not too much to anticipate even more favorable results than have thus far been attained.

Due care has been given to the needs and requirements of the class

rooms. New furniture has been provided. Improved methods in object-teaching and illustration have been introduced. On the walls of the rooms and corridors, charts, cuts and engravings have been placed, producing a pleasing effect, and the effort has been made, with considerable success, to make the rooms attractive to the eye and inviting to the occupant. At the same time the apparatus of the museum, cabinets and laboratory is being gradually augmented to meet the requirements of modern methods in experimenting and illustrating subjects of study.

The halls of the school building have been connected with the office by an electric-signal system, on which the hours of rotation are rung and special calls are sounded. Chief of these is the "Emergency Call" indicating danger. For the purpose of drill this signal is rung twice a month, and upon the call teachers are expected to conduct their classes from the school building to a place of safety in the usual marching order which is followed daily at dismissal. By this means, it is hoped, in case of actual danger, the building will be speedily emptied without excitement or injury to the children, two minutes only being required therefor.

Careful oversight has been given to the collection of books comprising the Pupils' Library, and the 1500 volumes have been increased by the addition of the 306 volumes forming the "Model Library"—a collection recommended by a committee of prominent members of our profession as specially adapted to the capacity of deaf children. For the further amusement and instruction of the pupils, after the school exercises, the large fine stereopticon owned by the Institution is employed to advantage and trips are made all over the world, the illustrations being explained, as they are shown, by written accounts of the places, objects and persons exhibited. The value of this instrument of instruction becomes more and more evident in each succeeding lecture, and is indicated by the demands on the Librarian for books treating of the subjects that have been the topics of illustration.

By the retirement, to other fields of labor, of Professors Percival Hall and George Ray Hare, and Misses Lucy Clark, Carrie L. Clarke, and Grace E. Peck at the close of the school year in June, and by the resignation of Professor Andrew P. McKean in late September, vacancies were created in the staff of teachers. They have been filled by the appointment of Messrs. W. B. Hill, M.A., Robert D. Hoyt, B.A., and Misses Helen C. Vail, Florence G. S. Smith, Stella B. Hanmer, Amelia E. Berry, Ethel R. C. Caparn, and Mary H. Higgs.

The number of teachers including the Principal, is now twenty-six: seven gentlemen, nineteen ladies, who have been most carefully selected and who possess not only experience in the special methods of educating the deaf but also bring to the work earnestness and enthusiasm that bespeak most gratifying results.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE CADET OFFICERS

In my last report I outlined the system of instruction so completely that it would appear unnecessary, at this time, to enlarge upon this topic further than to state that a careful study of the needs of the individual is made, in every instance, and the proper methods to be employed are thus indicated. Speech is taught to all. Many are taught by speech exclusively; a number, through speech addressed to the ear. The object of all our instruction is to give to the pupil the ability to use the English language readily and correctly, hence constant practice in the various visible forms thereof is required of all.

The work in the gymnasium has already more than fulfilled my expectations. Marked increase in chest measurements and the greater ability to properly regulate breathing have proven the correctness of the theory advanced last year. This Institution is the first and, if I am correctly informed, the only one in this country in which daily gymnastic work is used for the purpose of securing successful articulation.

School Uniform.

In May the boys donned a neat uniform of cadet gray, which had been adopted by the Directors,—a pretty monogram on the cap and a special Institution button making it an attractive dress. Uniforming the male pupils has been found to be important as accessory to the drill, which is given to the boys for the purpose of securing an erect carriage and of overcoming the sliding walk which is very common to deaf children, who do not notice the disagreeable sound that is made. The distinctive dress possesses, also, another advantage since it inculcates habits of neatness, and affords to all pupils an equal opportunity of appearing well dressed. The salutary effect, upon the pupils, of this uniform is already encouraging and indications point to continued favorable results in the improvement of their manners and personal appearance.

An interesting event in the school day is the ceremony of raising the flag just before the beginning of the school session. The color guard march out from the main building and proceed along the driveway to the staff, which stands on the crest of the hill at the entrance gate. The sergeant in charge raises the flag, and as it reaches the top of the pole a salute is given. At the close of the school day, with appropriate ceremony, the colors are lowered. In this way reverence for and loyalty to the emblem of our country are taught.

The Schools.—Industrial Department.

A very serious inconvenience occasioned by the total destruction by fire at midnight on April 8th of the Trades School Building has been experienced in carrying out the established scheme of manual training. The

cause of this fire has not been satisfactorily determined. The pupils were at no time in danger, being asleep in the other buildings at a considerable distance from the burned structure. In fact the majority were not aware of the disaster until the next morning.

The Trades Building was a three-story and basement brick structure, completed in 1869 at a cost of $28,000, and contained the completely equipped Carpentry, Cabinet-making, Glazing, Painting, Shoemaking, Tailoring and Printing departments. Everything in the building was destroyed, the Seventy-sixth Annual Report of the Institution just printed and ready for the binder being included in the loss. Temporary shops were at once opened in the other buildings, and with a single exception instruction in all the trades mentioned was resumed.

The Directors at once decided to rebuild as soon as the insurance could be adjusted, and before another school year is completed it is confidently expected that the regular classes, with a complete modern equipment, will be resumed. The systematic alternation of manual and intellectual labor, of rest and recreation, are conditions most favorable to health, mental growth and happiness, and even if the trade learned is not pursued in after years, the habits of industry and regularity here formed will be incalculable in value.

It has been customary to tabulate the products of the Trades Schools and affix values thereto, not for the purpose of showing a financial statement of profit, but as illustrating the practical value of the manual instruction imparted. The fire destroyed all these books of record, consequently it is impossible to make an exhibit of the work of the year.

Cooking has been taught, according to the plan scheduled in my last report, to two classes of girls and two classes of boys and the course of instruction has been the same as that outlined therein. Typewriting has been taught, as usual, to several of the most advanced female pupils. Instruction in Industrial Art has been given to seventeen selected pupils who had, in the weekly practice of all the pupils, shown special fitness therefor. The various classes in the Sewing Department have been well taught and the amount of work completed during the year will indicate the practical character of the instruction.

School dresses	206	Night-dresses	156
Sunday dresses	67	Night drawers	197
Flannel skirts	36	Night-shirts	248
Balmoral skirts	46	Day shirts	267
Chemises	29	Shirt waists	293
Drawers	131	Aprons	271
Underwaists	21	Tidies	55
Pillow-cases	624	Sheets	404
Quilts	32	Pillow-ticks	120
Bedticks	131	Table-cloths	144
Napkins	349	Towels	2,451

The three pupils assigned to the bakery are already becoming quite proficient, as may be judged by the fact that during a short absence of the baker they were able to carry on the routine work to my entire satisfaction.

The success of the garden is best illustrated by the statement of the market value of the crops. This has been computed at the wholesale rates that would have been paid for the same products and amounted to $2,339.59.

The table will indicate the number of pupils variously employed.

	Males.	Females.	Total.
Art	17	4	21
Baking	3		3
Carpentry	24		24
Cooking	26	30	56
Dressmaking		16	16
Gardening	10		10
Plain sewing		38	38
Shirtmaking		29	29
Tailoring	11		11
Printing	38		38
Typewriting		4	4
Care of grounds	41		41
Total	170	121	291

In addition to work in these departments, the older girls have daily tasks in the various branches of housework such as sweeping and dusting; caring for and mending their clothing; arrangement of dining-room, table waiting, etc., so that when school life is ended they will be able to undertake household duties with intelligence and skill. Frequent social gatherings are held, in which officers and teachers join with the pupils and suggest the amusements and games with a view of imparting necessary instruction in the proprieties of society. It will thus be seen that the institution life is more akin to that of the family than the boarding-school. All the surrounding influences are refining and elevating to the character. The boys strive to become manly and the girls endeavor to cultivate the peculiar graces which make woman so attractive. In this connection I desire to express my appreciation of the very cordial co-operation and support that I have received from the official staff in maintaining the *morale* and efficiency of all the departments and the uniform courtesy and harmony that have prevailed throughout the year, without which it would be wholly impossible to fulfil the expectations of the founders of the Institution.

Financial.

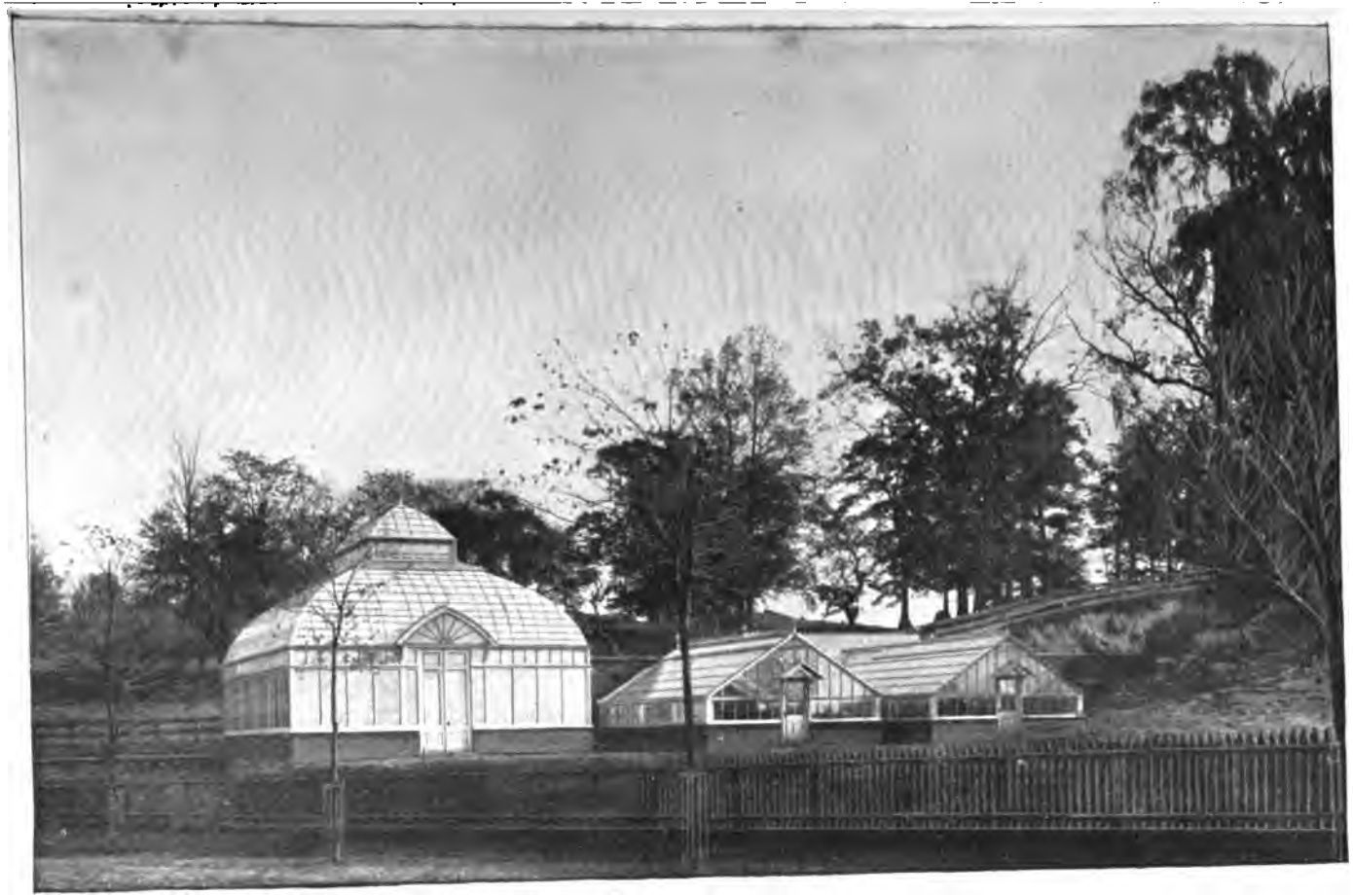
The receipts and disbursements have been made on the same system as for several years past. Detailed quarterly statements of expenditures and receipts accompanied by vouchers have been regularly forwarded to the State Comptroller at Albany. The payments made to the Principal for board and tuition, and the monies received from all other sources, have been promptly forwarded to the Treasurer. The house-account expenditures for the year were $103,441.02. The current receipts for the same period were $102,399.69, leaving a deficit of $1,041.33, which amount has been borrowed from the Real Estate Fund.

NEW BUILDINGS.

Horticultural Plant.

As an offset to the loss of the Trades School building, we are able to record the completion of a range of greenhouses and a horticultural plant, which are a credit to the liberality of the Directors and add greatly to the appearance of the grounds of the Institution. The importance of this addition to the industries taught the pupils is self-evident. Floriculture is naturally one of the best and most profitable occupations that can be taught, and it possesses the double advantage of being equally open to both sexes. There is always a demand for flowers, and it is expected that a good deaf florist who has mastered the details of this industry can live in comfortable circumstances from the proceeds of the sale of his flowers. Moreover, it is one of the most pleasing vocations for the deaf, since they depend, to a great extent, upon the eye for most of the pleasurable sensations that reach the brain. They take great delight in colors and shapes, and this useful inclination is fostered in the cultivation of flowers. Besides being of benefit to the pupils, this occupation will not be without its advantages in beautifying and adorning the extensive grounds of the Institution.

The plant comprises five connected structures, situated on the south side of West 165th Street, east of Fort Washington Avenue. These include a palm house, 30 by 39 feet; a general propagating house, 20 by 38 feet; a stove house, 20 by 35 feet; a rose house, 20 by 25 feet; a workroom, 15 by 22 feet; and the gardener's room, 11 by 12 feet. The whole is furnished with the best of modern appliances for the practical teaching of horticulture, and will be in charge of a skilled specialist and assistants, thus giving assurance of the best possible results. The plans were furnished by the Lord & Burnham Co. The cost was $10,000, which amount was taken from the private funds of the Institution.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE RANGE OF GREENHOUSES.

Playhouse.

In taking down the frame laundry building and old boiler house it was seen that there was a sufficient amount of material that could be used in the construction of a playhouse for the large family of little boys at the Mansion House, so that during the winter, in their leisure moments, they could have their games and exercise without exposure to the inclemency of the weather. The Directors therefore decided to take advantage of this opportunity and at a comparatively small expense secure a building for this special purpose. The structure has been completed at a cost of $1,800. It has, however, been used since the destruction of the Trades School building as the temporary printing office, which will be removed therefrom as soon as the new shops are finished.

REPAIRS AND IMPROVEMENTS.

The following detailed statement will present the character of repairs and improvements authorized by the Board of Directors, most of which were completed during the summer vacation. Very little remains to be done, and although the buildings were erected in 1856, they will now compare favorably with those of more recent construction.

Gutters and Roofing.

All the gutters painted; all leaders taken down and repaired; new gutters on corridors; galvanized iron jack on bakeshop; iron pipe to flue at Mansion House; pointing up slate on main building and wings; painting and putting up ventilators.

Painting, etc.

New linen room painted three coats and floors filled up smooth; boys' and girls' sitting rooms, boys' entrance hall, boys' corridor and hall to gymnasium and chapel, third floor school building, girls' corridor hall, girls' main hall to chapel and gymnasium, girls' wash room, girls' lower dormitory and officers' rooms therein, teachers' dining room, boys' lower dormitory water closet and entrance hall to boys' sitting room prepared, kalsomined and woodwork painted two coats; rooms 1, 5, 7, 10, 14, 17, 21, 22, 23, 24 and 25 school building prepared, kalsomined and woodwork, including slate frames, painted two coats; rooms 13, 24, 25 and 29 main building prepared, kalsomined and woodwork painted two coats; main building rooms 8, 10, 14, 15 and 19 papered and painted; rooms 11, 12 second story hall school building, ceiling at entrance to both the chapel and the hospital, hall and dormitory rooms third floor, retouched where needed; small and large kitchens painted three coats; halls leading to same painted to match upper halls; water closets in both

wings first floor main building, piazzas on main building and Mansion House, repainted ; walls of boys' lavatory, 5,200 feet line fence, painted (two and three coats where needed); Mansion House dining room, general assembly room and two sleeping rooms painted and the floors of halls of main building oiled and stained.

Carpentry.

5,200 feet of line fence; front piazza main building and south stoop school building repaired ; new plank walk four feet wide from Eleventh Avenue Boulevard to Fort Washington Avenue ; shelving and arrangement for new linen room and shelving in dry goods store room ; two extra lockers in girls' lower dormitory ; two new storm doors for back basement entrances main building; partition removed in third floor school building ; and many minor repairs in pupils' portion of main building.

Plumbing and Piping.

Water closet, bath and bowl, main building ; lead safe waste over floor of hospital bath room ; four new radiators to replace defective ones ; the steam-heating boiler at Mansion House changed to supply hot water for the rain bath ; general repacking of all valves throughout the buildings.

Whitewashing.

All ducts under the buildings, tunnel to the new laundry building and walls and ceiling of engine and fire room.

Mason Work.

Brick enclosure to water meter; brick paint shop under court-yard arch ; cement floor to coal bin for kitchens ; bricking in rear wall coal bin at the Mansion House and general plastering repairs where needed.

Furniture.

Five new ingrain carpets laid ; four sets new furniture for sleeping rooms ; 163 mattresses and 144 pillows remade ; new range at Mansion House ; new refrigerator at Mansion House ; three new kindergarten tables and two dozen chairs for same ; five sewing machines.

Steam Fitting.

A radical change has been made in the system of heating, etc. The various buildings within the Institution grounds have been connected with the boiler house, and hereafter no independent heating apparatus will be required, thus effecting a saving of fuel and also removing all danger

of explosion from the residential portion of the structures. The pipes have been laid in conduit of 3-inch yellow pine, packed with mineral wool, at a depth of three feet below the surface so that there will be but little loss of heat. There are four rows of steam pipes leading from the boiler house, through the greenhouse, to the Cottage Hospital, a distance of 892 feet, of the following dimensions: One row 4 inches, two rows 2 inches and one row 1½ inches; two rows from thence to the Mansion House and to the playhouse, a distance of 255 feet, the dimensions of this last system being 3 inches and 2 inches. A special 1½ inches water pipe 200 feet long was also laid from the boiler house to the greenhouses. Eleven Bundy radiators were placed in the Cottage Hospital and 900 feet of one inch pipe, in wall coil, were set up in the playhouse. The cost of this work was $3,420, which was met by the private funds of the Institution.

NOTES.

A few of the more interesting events occurring within the year are deserving of special mention. The one hundredth anniversary of the birth of Harvey Prindle Peet, LL. D., who had as Principal raised the Institution to a point of highest usefulness, was formally celebrated on November 18th and 19th. On Sunday afternoon, the 18th, a memorial service was held in the Chapel, at which the Emeritus Principal, Isaac Lewis Peet, LL.D., preached, and Mr. W. O. Fitzgerald, one of the oldest living graduates, gave a short address in which were incorporated many interesting reminiscences. A large audience, composed of the members of Dr. Peet's family, alumni, pupils, officers and teachers of the Institution, were in attendance. On Monday the 19th the usual celebration of Dr. Peet's birthday was held by those connected with the Institution. Rev. Dr. Thomas Gallaudet and the Rev. John Chamberlain were present and participated in the exercises. The programme was as follows:

1. Prayer.
2. Short sketches of the lives of Presidents and Principals of the Institution. Principal Currier.
3. Sketches of former Teachers. Prof. Fox.
4. Reminiscences of the late Harvey Prindle Peet, LL.D. Thomas Gallaudet, D.D.
5. Results of the Labors of the Early Teachers of the Deaf. Rev. John Chamberlain.
6. Poem, "The Observance of Dr. Peet's Birthday," written by a former pupil. Recited by Prof. Jones.
7. "America" in concerted signs. Young Ladies of Academic Class.
8. Sketch of Dr. H. P. Peet, prepared by Miss Ida Montgomery. Read by Prof. Fox.
9. Remarks by Profs. Hare, Hall and McKean.
10. Prayer and Benediction. Rev. Dr. Gallaudet.

In the afternoon a half holiday was given to the pupils.

On February 9th, a number of the pupils took a prominent part in the

entertainment given at the Madison Square Garden in aid of the N. Y. Teachers Benefit Association.

On April 9th, the one hundredth Anniversary of the Establishment of the Public-School System of the State was commemorated.

Carrying out the suggestion of the Superintendent of Public Instruction, on the first Friday of May, in common with the schools for the hearing in this State, Arbor Day was duly celebrated at this Institution. Appropriate exercises in the Chapel, and fitting ceremonies upon the lawn in front of the school building constituted the programme. A thrifty young white birch tree was planted, and in honor of the venerable President of the Board of Directors, was named "The Fancher Tree."

On July 15th, at 3 o'clock P.M., "The Golden Wedding" of the Rev. Dr. and Mrs. Gallaudet was celebrated in the Chapel of the Institution. This is, if I am correctly informed, the first instance in which it has been the privilege of any Institution for the Deaf to signally mark the completion of a half century of married life of a former teacher. The Directors had authorized the Principal to extend the hospitalities of the Institution to the Committee who had arranged for the proper observance of the anniversary and to whom credit is due for the perfectness of details. More than 300 deaf mutes and distinguished friends of the deaf were present and the festivities were prolonged until late in the evening. A full account of this memorable occasion will be issued in pamphlet form by the printing department of the Institution.

Conventions.

By your authorization the Institution was represented at a conference of Physical Directors, of Colleges and Y. M. C. Associations, held at Springfield, Mass., June 19th, for the purpose of perfecting plans for a systematic course of physical training, adopting new forms of games, and for the discussion of special points that had arisen in the work of the last year.

Fourteenth Convention of American Instructors.

Between July 2–9, the Fourteenth Convention of American Instructors of the Deaf was held at the School for the Deaf at Flint, Michigan. A large number of Principals, Superintendents and Teachers were in attendance, this school being represented by the Principal's Senior Assistant. A reorganization was effected by the establishment of an association to be known as "The Convention of American Instructors of the Deaf," and Dr. E. M. Gallaudet, of Washington, D.C., was elected President. This Institution was represented on the Committee on Business, Committee on Pension Association, Committee on Art Section and the Eastern

Local Section, and answers were prepared to four special questions on method and instruction which had been submitted through the Chairman of the Normal Section.

Acknowledgments are hereby tendered to the officials of the People's Line of Steamers, for their action in granting special rates to the pupils returning to their homes at the close of the Academic year; to Mrs. Ethan Allen for additions to the Library; and to the editors and publishers of the periodicals scheduled below for their courtesy in sending regularly to the Institution the publications which have given great benefit to the members of our household.

Annual.

Edwards' Book Notes, London, England.
Potter's Book Catalogue, Liverpool, England.
Sotheran's Current Literature, London, England.
Reports of Schools for the Education of the Deaf.
Stephens's Book List, London, England. (Ten copies).
Metheun & Co's Book Gazette, London, England.
Estes and Lauriat's Book Catalogue, Boston, Mass.

Quarterly.

Putnam's Notes on Books, New York.
Revue de Dispensaire du Louvre, Paris, France.
Revisto de Educacione, La Plata, Buenos Aires.
University Bulletin, Columbia College, New York.
Notes on Books, Longmans, Green & Co., New York.
Bulletin of the American Geographical Society, New York.

Monthly.

Our Times, New York City.
Our Language, New York City.
Our Record, Buffalo, New York.
Silent Echo, Winnipeg, Manitoba.
Home and Country, New York City.
Review of Reviews, New York City.
The Acorn, Winthrop Centre, Maine.
Taubstummen Courier, Wien, Austria.
The New Method, Englewood, Illinois.
St. Nicholas Magazine, New York City.
The Queen of Fashion, New York City.
The British Deaf Mute, Leeds, England.
The Little Messenger, Belfast, Ireland.

The Silent Worker, Trenton, New Jersey.
El Monitor Education, Comun, Buenos Aires.
The Sunday School Journal, New York City.
La Gazette des Sourds-Muets, Paris, France.
The Pacific Banner, Winthrop Centre, Maine.
Appleton's Literary Bulletin, New York City.
Dodd & Mead's New Publications, New York City.
The Scholar's Magazine, Philadelphia, Pa.
The Young Ladies' Christian League, New York City.
The Sunday School Times, Philadelphia, Pa.
Missionary News of the Archdeaconry, New York City.
The Philanthropic Index and Review, Kalamazoo, Mich.
Literary Bulletin of Houghton, Mifflin & Co., Boston.

Semi-Periodical.

Publications of the Volta Bureau, Washington, D. C.
Publications of the Bureau of Education, Washington, D. C.
Publications of the Smithsonian Institution, Washington, D. C.
Publications of the American Association for the Teaching of Speech to the Deaf.

Semi-Monthly.

Deseret Eagle, Salt Lake City, Utah.
The Silent Observer, Knoxville, Tenn.
Sunday School Advocate, New York City.
Nebraska Mute Journal, Omaha, Nebraska.
The Washingtonian, Vancouver, Washington.
Canadian Mute, Belleville, Ontario, Canada.
The Washington Heights Gazette, New York City.
Maryland Bulletin, Frederick, Maryland. (Two copies.)
The Western Pennsylvanian, Edgewood Park, Pennsylvania.

Weekly.

The Sign, Salem, Oregon.
Progress, New York City.
Uptown Press, New York City.
Lone Star Weekly, Austin, Texas.
The Tablet, Romney, West Virginia.
The Up-Town Visitor, New York City.
The Companion, Faribault, Minnesota.
The Ohio Chronicle, Columbus, Ohio.
The Weekly News, Berkeley, California.
The Deaf-Mute Record, Fulton, Missouri.

The Deaf-Mute Register, Rome, N. Y.
The Illustrated American, New York City.
The Wisconsin Times, Delevan, Wisconsin.
The New York Evangelist, New York City.
The Deaf-Mute Voice, Jackson, Mississippi.
The Kentucky Deaf-Mute, Danville, Kentucky.
The Deaf-Mute Hawkeye, Council Bluffs, Iowa.
The Kansas Star, Olathe, Kansas. (Two copies.)
The Optic, Little Rock, Arkansas.
The North Dakota Banner, Devil's Lake, North Dakota.
The Messenger, Talladega, Alabama. (Three copies.)
The Michigan Mirror, Flint, Michigan. (Three copies.)
Our Little People, Rochester, New York. (Two copies.)
The Goodson Gazette, Staunton, Va. (Two copies.)
The Deaf Mutes' Journal, New York City. (Four copies.)
The Deaf Mutes' Index, Colorado Springs, Colorado. (Two copies.)

Semi-Weekly.

The Rome Sentinel, Rome, N. Y.
Newburgh Journal, Newburgh, N. Y.

This record would be incomplete if failure were made to make mention of the great loss sustained by the Institution in the removal by death, within the year, of three members of the Board of Directors, J. Hood Wright, William M. Halsted and George A. Robbins. To their enthusiastic and faithful service upon the Executive Committee and to their active interest in promoting all practical improvements, the Institution stands greatly indebted, while their kindly, constant courtesy had so deeply endeared them to pupils, teachers and officers that they had long been regarded as personal friends.

In conclusion, Gentlemen of the Board of Directors, permit me a slight expression of my gratitude for your confidence, counsel and co-operation in the many and varied duties that have devolved upon me, to which the measure of success that has crowned the labors of the year under review is wholly due, and in the hope that coming years will, under the Divine blessing, be marked by increased usefulness and greater advances, I submit to your consideration the Seventy-Seventh Annual Report of the Institution.

ENOCH HENRY CURRIER,
Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, NOVEMBER 1, 1895.

Report on the Annual Examination.

JUNE, 1895.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—Upon the appointment of the undersigned as a Committee on the Annual Examination of the pupils, Wednesday, Thursday, and Friday, May 22d, 23d, and 24th were set aside for the purpose, and with the assistance of the Principal, a programme for each of these days was outlined. By this arrangement the professors and teachers were selected to act as sub-committees, their acquaintance with the pupils and their intimate knowledge of the course pursued during this year making their assistance of special value in obtaining an accurate insight, not only of the individual progress of the pupils, but also of the general work performed during the year. Two teachers were assigned to each grade and presented their own questions and directions to ascertain the improvement of the pupils from the instruction they had received. No professor or teacher was assigned to examine any grade that had come under his or her own instruction during the year. The results, as indicated in the accompanying special reports made to the Principal, are a fair index of the relative standing of the pupils in the different grades, and point out the line of action to be followed in the grading for the following year.

One result of the examination was to convince the Committee that the rotary system of classes, which has been followed during the past year, deserves further continuance. It not only conduces to stimulate and keep alive the interest of the pupils in their studies, but permits frequent changes leading to a more perfect system of grading, which is a most important consideration in a large school. The general appearance of the class-rooms, with numerous pictures and charts, is a decided improvement, making them more homelike and inviting than in previous years. The appearance and conduct of the pupils while under examination is also deserving of favorable commendation.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ACADEMIC BUILDING—150 × 55 feet.

The examination of the Art Department and of the results of the physical training of the pupils was also conducted by committees of the teachers specially appointed for that purpose. The reports of these committees, which will be found embodied in this report, furnish reliable proof of the success which has attended the training of our pupils in these branches.

The Committee appends the following schedule of classification prepared by the Principal, to facilitate their acquaintance with the grades, the teachers thereof, and the number of pupils in each grade with the resulting totals as follows :

SCHEDULE OF CLASSES, JUNE, 1895.

Grades.	Teachers.	Under instruction during the year.			Present at the examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
		ACADEMIC.					
High Class.	Thomas F. Fox.... Percival Hall..... George R. Hare...	7	9	16	6	5	11
		GRAMMAR.					
Eighth Oral.	Andrew P. McKean. George R. Hare.... Percival Hall..... Harriett C. Hall... Eva Buckingham..	3	14	17	3	9	12
Eighth Male.	Percival Hall..... Harriett C. Hall... Andrew P. McKean.	16		16	12		12
Seventh Male.	Harriett C. Hall.... Andrew P. McKean. Eva Buckingham..	8		8	8		8
Sixth Oral.	Prudence Burchard. Helen B. Andrews..	6	10	16	6	7	13
Sixth Male.	Ida Montgomery... Lucy Clark..... Harriett C. Hall... William G. Jones...	15		15	12		12
	Eva Buckingham..	9	7	16	7	6	13

GRADES.	TEACHERS.	Under instruction during the year.			Present at the examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
Sixth Mixed.	Carrie L. Clarke...						
	Prudence Burchard.						
	Bessie L. Nixon...						
	George R. Hare....						
Fifth Mixed.	Lucy Clark.....	9	7	16	7	5	12
	Harriett C. Hall...						
	Carrie L. Clarke...						
	Eva Buckingham..						
	William G. Jones..						
Fifth Male.	Carrie L. Clarke...	15		15	12		12
	Eva Buckingham..						
	Harriett C. Hall...						
	Percival Hall.....						
Aural.	George R. Hare...	13		13	13		13
	Carrie L. Clarke...						
	INTERMEDIATE.						
Fourth Mixed.	Bessie L. Nixon...	9	5	14	7	5	12
	Mary L. Barrager..						
	Ida Montgomery...						
	Lucy Clark.....						
	Andrew P. McKean.						
Fourth Female.	Harriett C. Hall...		14	14		13	13
	Lucy Clark.....						
	Andrew P. McKean.						
	Percival Hall.....						
Third Mixed.	Lucy Clark.....	8	7	15	8	7	15
	Harriett C. Hall...						
	Bessie L. Nixon....						
	Percival Hall.....						
	Andrew P. McKean.						
Third Male.	Percival Hall.....	14		14	14		14
	Andrew P. McKean.						
	Lucy Clark.....						
	Bessie L. Nixon....						

Grades.	Teachers.	Under instruction during the year.			Present at the examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
		PRIMARY.					
Second Mixed.	Jane T. Meigs.....	8	8	16	7	7	14
	Bessie L. Nixon....						
	Mary L. Barrager..						
	Percival Hall.....						
Second Female.	Helen B. Andrews.		11	11		10	10
	Lucy Clark.....						
	Ida Montgomery...						
	Mary L. Barrager..						
First Grade. Male.	William G. Jones..	41		41	36		36
	Eva Buckingham..						
	Carrie L. Clarke...						
(In three sections.)							
Special Blind.	Ida Montgomery...	1	1	2	1	1	2
	Jane T. Meigs.....						
	KINDERGARTEN. (*Main Building.*)						
First Grade. Female.	Mary L. Barrager..		48	48		45	45
	Mary B. Unkart....						
	Helen B. Andrews..						
(In four sections.)							
	KINDERGARTEN. (*Mansion House.*)						
	Luann C. Rice.....	99		99	89		89
	Fayetta Peck.....						
	Grace H. Stryker..						
	Grace E. Peck.....						
	C. W. Van Tassell..						
		281	141	422	248	120	368

RECAPITULATION.

Under instruction during the year.		Present during examination.	
Males	281	Males	248
Females	141	Females	120
Total	422	Total	368

Appended are the reports of the Committees to the Principal, presenting the results in the various classes.

May 14, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade I., Division IV., Mansion House, taught by Miss Grace Peck.

Van Alstyne, Robert, Dempsey, Albert, Seigel, Alexander, Smyth, John, Brewer, William.	Write their names and words from dictation. Spell names of quite a number of objects.
McAllyster, Samuel, Dornblut, Bruno.	Write from dictation. Spell names of several objects.
Limmer, Robert, Knipe, William, Hoone, Charles, Weisburg, Max.	Spell eight or ten words.
Downs, Albert, Scherer, Henry, Bolitzer, Joseph, Silverman, Israel, Zwicker, Albert, O'Brien, John.	Spell three or four words.
Kuhnholz, Samuel, Fredenburg, Chas.	Cannot spell.
Littman, Morris, Ohland, Eddie.	Absent.

Many of these boys have been in school but a few weeks.

Respectfully submitted,

E. E. BUCKINGHAM,

MARY E. UNKART,

Examiners.

May 14, 1895.

ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—The results of the examination of Division III., at the Mansion House, taught by Mr. C. W. Van Tassell, Miss Fayetta Peck, and Miss Grace Peck are as follows:

NAMES OF PUPILS.	Objects.	Numbers.	Penmanship.	Kinder-gartening.	Average.	Rank.
Seigel, Charles	9.0	10.0	10.0	8.0	9.2	1
Gompers, George	9.0	10.0	9.0	8.5	9.1	2
Peterson, Peter	9.0	10.0	9.0	8.0	9.0	3
Cullimore, John	9.0	10.0	10.0	6.0	8.8	4
Toburn, Thomas	8.0	10.0	9.0	7.0	8.5	5
Federman, Samuel	9.0	9.0	9.0	7.0	8.5	5
Schatzkin, Chaim	8.0	10.0	10.0	6.0	8.5	5
Hynes, Joseph	10.0	5.0	9.0	9.0	8.2	6
Lavery, Martin	9.0	8.0	9.0	6.5	8.1	7
Steinhauser, George	9.0	4.0	9.0	7.5	7.6	8
Rabenstein, Leonard	8.0	4.0	9.0	7.0	7.0	9
Holtzheimer, Alfred	7.0	4.0	8.0	5.0	5.5	10

Respectfully submitted,
MARY E. UNKART,
PERCIVAL HALL,
Examiners.

May 22, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade I., Division II., taught by Mr. C. W. Van Tassell at the Mansion House.

NAMES OF PUPILS.	Speech.	Kindergarten.	Numbers.	Dictation.	Language.	Penmanship.	General Average.	Relative Rank.
Lovitch, Jacob	9.0	10.0	10.0	10.0	9.3	9.0	9.5	1
Kalen, David *	8.8	10.0	10.0	9.0	8.6	9.0	9.2	2
Rosenburg, Mendel	8.0	7.5	10.0	10.0	9.3	9.0	9.0	3
Annette, Robert	7.8	7.0	9.0	10.0	8.0	9.5	8.5	4
Tanzas, Anton	8.0	9.0	9.0	7.0	8.0	8.5	8.2	5
Rainbird, Robert	9.0	8.0	7.0	9.0	7.0	9.0	8.1	6
Girsch, Frank	5.0	8.0	8.0	9.0	8.3	9.0	7.9	7
Knipe, Alexander	8.0	8.0	8.0	8.0	7.0	8.5	7.9	7
Reauty, Lewis *	2.0	9.0	7.0	7.0	8.0	8.5	7.0	8
Toch, Herman	2.5	7.0	7.0	9.0	8.0	9.0	7.0	8
Strachan, William	2.5	7.0	7.0	8.0	6.6	8.5	6.6	9
Krams, Harry			4.0	6.0	6.5	8.5	6.2	10
Kniffen, Herman			4.0	6.0	5.0	9.0	6.0	11

* Hears.

Respectfully submitted,
MARY E. UNKART,
HELEN B. ANDREWS,
E. E. BUCKINGHAM,
Examiners.

NEW YORK INST., May 13, 1895.

ENOCH HENRY CURRIER, M. A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Mansion House Grade I., Division I., taught by Mr. C. W. Van Tassell.

NAMES OF PUPILS.	Kindergarten.	Speech.	Hull's Chart.	Dictation.	Language.	Numbers.	Penmanship.	General Average.	Relative Rank.
Friedman, S	9	8.0	9.0	10.0	9.5	9.5	9.5	9.3	1
Heil, J	10	9.0	9.0	9.7	9.0	9.0	9.5	9.3	1
Huron, A	9	7.5	8.0	8.7	9.0	9.5	9.5	9.3	1
Amnuth, J	10	7.5	9.5	9.7	9.5	9.0	9.5	9.2	2
Berg, P	9	9.0	9.5	9.2	9.5	8.5	9.5	9.1	3
Duerr, A	8	8.5	8.5	9.7	9.5	10.0	10.0	9.1	3
Plapinger, Herman	10	8.5	9.0	9.2	9.0	9.0	9.0	9.1	3
Plapinger, Henry	8	6.5	9.5	9.5	9.5	9.5	9.5	8.9	4
Zundt, E	6	7.8	9.5	9.0	9.5	9.5	10.0	8.9	4
Droppe, H	9		8.0	8.7	8.5	9.5	9.0	8.5	5
Wink, F	7	5.6	7.0	9.7	8.0		9.0	7.7	6
Scheinholtz, H	4		8.5	9.2	8.5	5.0	10.0	7.6	7
Frelieweh, St. C	5	7.8	7.0	9.0	9.0	5.0	9.0	7.4	8

Respectfully submitted,

HELEN B. ANDREWS,
MARY E. UNKART,
PRUDENCE BURCHARD,
Examiners.

ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—The results of the examination of Miss Luann C. Rice's class at the Mansion House on May 13, 1895, are as follows:

SECTION I.

NAMES OF PUPILS.	Language.	Arithmetic.	Penmanship.	Speech.	Average.	Rank.
Holmes, Harry	9.5	10.0	10.0	10.0	9.9	1
Donald, Harry	10.0	10.0	10.0	9.5	9.9	1
Zwoffe, Barnett	10.0	10.0	8.0	10.0	9.5	2
King, Frederick	9.5	10.0	10.0	8.0	9.4	3
Nimmo, Frederick	8.0	10.0	10.0	9.0	9.2	4
Brady, Daniel	9.5	9.5	10.0	8.0	9.2	4
O'Donnel, James	8.0	10.0	9.0	10.0	9.2	4
Berg, Erich	10.0	9.5	9.0	8.0	9.1	5
Pape, Diedrich	8.5	6.0	9.0	9.0	8.1	6
Gompers, Alex	6.5	2.0	8.0	7.0	5.9	7

SECTION II.

Barry, Alfred	9.5	10.0	10.0	9.5	9.8	1
Koplowitz, Israel	9.5	8.0	10.0	9.0	9.1	2
Simon, Harry	8.0	10.0	7.0	10.0	8.8	3
Pightling, Charles	7.0	7.0	8.0	9.0	7.8	4
Seelig, James	6.5	8.0	9.0	7.0	7.6	5
Solomon, Ira	8.5	8.0	8.0	5.0	7.4	6
Dingman, Stafford	7.0	8.0	7.0	6.0	7.0	7
Dorst, Henry	7.0	1.0	10.0	8.0	6.5	8
Smith, Everard	9.5	2.0	9.0	5.0	6.4	9
Perry, Robert	Absent on account of sickness.					

Respectfully submitted,

PERCIVAL HALL,

Examiner.

INSTITUTION, May 28, 1895.

MR. E. H. CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Male:

NAMES OF PUPILS.	Language.	Dictation.	Numbers.	Elements of Speech.	General Average.	Rank.
Lamprecht, Wm	7.0	9.0	9.7	9.0	8.4	1
Chaimowitz, A	6.9	8.0	9.5	9.0	8.3	2
Schwartz, J	5.9	7.5	9.5	9.5	8.1	3
Samuel, L	6.7	6.5	9.0	8.5	7.7	4
Peterson, H	7.9	8.9	9.5	4.5	7.6	5
Mendelsohn, H	7.7	10.0	9.5	2.0	7.3	6
Goldwater, B	5.8	7.0	9.5	6.0	7.1	7
Cole, Chas	6.0	7.5	9.5	5.0	7.0	8
McFarlane, R	6.2	8.5	7.5	5.5	7.0	9
Roth, J.*	4.0	6.0	7.0	5.0	5.3	10
Kaiser, C	7.6	9.0	4.5	...	5.2	11
Greenlaw, Wm	5.7	7.0	2.5	5.0	5.1	12
Benson, I.*	2.0	6.0	5.0	5.0	4.5	13
McGovern, E.*	4.0	5.0	2.0	...	2.9	14

* In school a short time only.

Respectfully submitted,

L. C. RICE,
C. W. VAN TASSELL,
M. L. BARRAGER,
Examiners.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—I herewith present my report of the examination of Grade I., Section I., Male:

NAMES OF PUPILS.	Speech.	Reproduction from Dictation.	Original Composition.	Hull's Chart.	Objects.	Arithmetic.	Penmanship.	Average.	Relative Rank.
Haischober, A.....	8.5	9.0	8.5	8.0	10.0	10.0	7.0	8.71	1
Daly, T.....	6.5	8.5	8.5	7.5	9.5	9.5	7.5	8.06	2
Fink, Wm.....	7.0	9.0	8.3	6.0	9.5	9.5	5.0	7.75	3
Baschen, A.....	4.0	8.0	8.2	6.0	8.5	9.5	8.5	7.52	4
Nickerson, T.....	7.0	5.0	7.5	7.5	9.5	8.0	7.5	7.42	5
Nuszek, J.....	4.0	8.0	7.0	6.0	8.5	8.5	5.0	7.0	6
Huerwitz, D.....	5.0	5.5	4.3	7.5	10.0	9.5	4.5	6.47	7
Ulloa, A.....	4.0	5.5	5.5	4.5	9.0	9.5	5.0	5.85	8
Stamm, J.....	4.5	5.0	5.0	5.2	8.0	5.5	5.0	5.45	9
Winbon, J.....	3.5	5.0	5.2	4.0	7.5	5.5	6.5	5.31	10
Muhlbach, A.....	Hears.	2.0	3.0	3.0	9.0	5.0	4.5	4.41	11

Respectfully submitted,

LUANN C. RICE,

Examiner.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Section III., Female:

NAMES OF PUPILS.	Speech.	Kindergarten.	
Division I.			
Plant, S.....	2.0	8.0	Wrote their names, and names of a few animals, objects, and articles of food.
Bennett, R.....	2.0	6.0	
Finnell, M.....	1.0	8.0	
Wilson, E.....	1.0	3.0	Wrote sentences, using the verbs open and shut.
Lewis, C.....	2.0	7.0	Understood easy conversational exercises, as: How do you do? Do you like school? Do you love mamma?
Pedlon, E.....	2.0	6.0	
Lee, L.*.....			
Thornman, E.*.....			
Division II.			
Bucher, I.....			Hears; wrote names of three animals.
Christhan, K.....			Spelled cat, dog, cow, rat, pig, sheep.
Fink, B.....			" " " " " " "
Hancher, A.....			" " " " " " "
Conley, H.....			" the names of a few animals—cannot write.
Gilbert, S.....			Spelled cat, dog, cow.
Lauria, A.....			" " " "
Edwards, E.*.....			

* Sick.

Respectfully submitted,

GRACE H. STRYKER,
FAYETTA PECK,
LUANN C. RICE,
Examiners.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Section II., Female:

NAMES OF PUPILS.	Speech.	Kindergarten.	Reproduction from Dictation.	Action Work.	Arithmetic.	Penmanship.	Average.	Relative Rank.
Koplowitz, S.	2.	9.	8.	4.8	Counts to 20	7.	6.1	1
Pearce, D.....	3.	7.	5.	3.5	"	7.5	5.	4
McKeon, S...	1.	9.	5.	3.5	"	7.	5.1	3
Shelley, E....	2.	6.	5.5	4.	"	7.	4.9	5
Sadelsky, D...	2.	7.	5.	4.5	"	7.5	5.2	2
Cherran, K.*.								
Honstater, A.*								

* Sick.

Respectfully submitted,

GRACE H. STRYKER,
FAYETTA PECK,
LUANN C. RICE,
Examiners.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Section I., Female:

NAMES OF PUPILS.	Speech.	Kindergarten.	Reproduction from Dictation.	Composition from Action.	Arithmetic.	Penmanship.	Average.	Relative Rank.
Lipnitsky, F..	5.	7.	8.5	8.	8.5	7.	7.3	6
Rubuen, G...	5.	9.	8.5	7.5	9.5	8.5	8.	1
Miller, E.....	5.	9.	8.	8.5	9.	8.	7.9	2
Jacobs, E.....	5.	9.	8.8	8.	9.5	7.	7.9	2
Hopfer, D....	5.	7.	7.5	7.	9.5	8.5	7.4	5
Zablow, S....	3.	9.	7.	9.	10.	8.	7.7	3
Rubuen, S....	5.5	9.	6.5	7.	9.	8.	7.5	4
Howe, E.*. .								
Muller, A.*..								
Pickruhl, E.†..								

* Sick.

† Home.

Respectfully submitted,

GRACE H. STRYKER,
FAYETTA PECK,
LUANN C. RICE,
Examiners.

May 22, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—The results of the examination of Grade I., Female Special, are as follows:

NAMES OF PUPILS.	Language.	Arithmetic.	Speech.	Average.	Rank.
Hicks, Jessie*	9.0	7.0	10.0	8.7	1
Fredman, Sophia*	7.0	6.0	10.0	7.7	2
Woolf, Addie	5.0	5.0	10.0	6.7	3
Cohen, Eva	6.0	5.0	8.0	6.3	4
Elkan, Bertha	3.0	8.0	8.0	6.3	4
Hoenack, Elsa*	8.0	6.0	5.0	6.3	4
Chaimowitz, Hannah	4.0	4.0	10.0	6.0	5
Howard, Bessie	5.0	7.0	6.0	6.0	5
Roodburg, Mary	4.0	2.0	9.0	5.0	6
Bull, Annie	5.0	2.0	7.0	4.7	7
Ogle, Katie	5.0	3.0	6.0	4.7	7

* Hears without the tube.

Respectfully submitted,

IDA MONTGOMERY,
PERCIVAL HALL,
Examiners.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Mixed:

NAMES OF PUPILS.	Speech.	Language.	Penmanship.	Arithmetic.	General Average.	Relative Rank.
Mason, Florence	7.5	9.	7.5	7.8	8.	1
Wolfersteig, Dorothy	7.	9.	7.	7.5	7.7	2
Jackson, Rennie H. A	8.	7.3	7.5	5.	7.	3
Levin, Minnie	8.	8.5	7.	4.	6.8	4
Rosenberg, Malie	8.5	7.5	7.5	3.	6.7	5
Steinman, Annie	7.3	8.5	7.	4.	6.7	5
Sorenson, John	8.	6.5	8.	3.	6.4	6
Smith, Samuel	7.5	7.1	7.	4.	6.4	6
Harnett, Dennis	7.	6.5	9.	2.	6.2	7
Bullis, Lillie	7	7.5	7.3	3.	6.2	7
Branfuhr, Maggie	7.2	7.	7.	3.	6.	8
Piccard, Frank	7.5	6.4	7.3	0.	5 3	9
Utrazanka, Charles	7.	5.	5.	2.	4.8	10
Sartor, Albert	7.5	5.3	4.	2.	4.7	11
Isaacs, Bernard	7.	4.5	7.	0.	4.7	11

Respectfully submitted,

HARRIETT C. HALL,
FAYETTA PECK,
Examiners.

May 22, 1895.

ENOCH HENRY CURRIER, ESQ., *Principal:*

DEAR SIR:—The results of the examination of Grade II, Female, are as follows:

NAMES OF PUPILS.	Language.	Speech.	Arithmetic.	Penmanship.	Average.	Rank.
Kugler, Freda	8.0	10.0	9.5	9.0	9.1	1
Brewer, Marie	9.0	9.2	9.5	8.0	8.9	2
Schachter, Jennie	5.5	10.0	10.0	10.0	8.9	2
Bredemeyer, Katie	7.0	8.5	10.0	9.0	8.6	3
Faust, Elizabeth	8.0	7.3	9.5	8.0	8.2	4
De Rouville, Clara	6.5	9.8	8.0	8.0	8.1	5
Koplick, Sadie	7.2	9.2	5.0	8.0	7.4	6
Wood, Mildred	5.0	8.0	7.0	7.0	6.8	7
Klain, Hannah	4.0	8.3	6.0	7.0	6.3	8
Narkir, Goldie	5.0	7.0	3.0	9.0	6.0	9

Respectfully submitted,

PRUDENCE BURCHARD,
PERCIVAL HALL,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

May 29, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Male:

NAMES OF PUPILS.	Language.	Arithmetic.	Penmanship.	Speech.	Average.	Rank.
Dyer, Samuel	5.2	8.4	7.5	10.0	7.8	1
Satow, Frederick	6.7	8.0	8.5	6.6	7.5	2
Elliott, Michael	7.8	8.4	7.0	6.6	7.5	2
Berg, Adolph	5.5	7.1	7.0	10.0	7.4	3
Hefferman, William	4.4	6.8	8.5	7.6	6.8	4
Johnston, Robert	5.7	6.2	7.0	8.0	6.7	5
Dick, George	5.6	9.0	7.0	3.3	6.3	6
Wahlstrom, Oscar	4.7	7.5	7.0	5.6	6.2	7
Magerski, Eli	3.9	5.8	8.5	5.3	5.9	8
Young, Howell	3.3	6.9	8.0	5.3	5.9	8
Isbell, Chester	3.8	6.7	7.5	5.3	5.8	9
Spilker, Frederick	4.5	3.1	8.0	7.0	5.7	10
Stipek, Emil	2.9	4.0	8.0	5.6	5.1	11
Wood, Frank	4.0	3.5	7.5	5.3	5.0	12

Respectfully submitted,

CARRIE L. CLARKE,
WM. G. JONES,
Examiners.

May 23, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of Grade III., Mixed:

NAMES OF PUPILS.	Speech.	Language.	Arithmetic.	Penmanship.	General Average.	Relative Rank.
Rumpf, Charles	9.7	8.8	9.0	9.0	9.1	1
Blauth, William		8.5	9.5	9.0	9.0	2
Gaffney, James	7.5	8.3	9.0	9.0	8.5	3
Tanzas, Mary	9.0	9.1	7.5	8.5	8.5	3
Meyer, David	9.6	6.5	7.9	8.0	8.0	4
Amlauer, Charles	9.0	6.5	7.5	8.5	7.9	5
Campbell, John	8.7	7.3	6.9	8.0	7.7	6
Moran, William	5.0	8.3	9.4	8.0	7.7	6
Hutschenreuter, Hetwich	7.8	8.3	5.8	8.5	7.6	7
Little, Nettie	8.0	8.5	4.0	8.5	7.4	8
Hawley, William	9.1	5.3	4.8	8.5	6.9	9
Moore, Annie	6.8	8.0	4.5	8.0	6.8	10
Walker, Lillie	6.5	6.8	4.5	9.5	6.8	10
Finch, Elva	7.2	7.3	2.3	8.0	6.2	11
Bopp, Katie	6.5	7.0	1.5	8.0	5.7	12

Respectfully submitted,

PRUDENCE BURCHARD,
CARRIE L. CLARKE,
Examiners.

May 24, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—According to instructions I examined the blind boy, Orris Benson. He has studied a little United States History, some Geography, Language, and Arithmetic under Miss Ida Montgomery, and Speech under Miss Nixon.

He was able to pick out raised maps of the continents from a confused pile, and place them in the proper position and give their names. He knew also the maps of England and the United States. He pointed out twenty-five or more important places on the maps of North America and the United States.

He knew something of the discovery of America, and of its early inhabitants. He told about Amerigo Vespucci, John Cabot, Sir Walter Raleigh, Captain John Smith, Ponce de Leon, and Benjamin Franklin.

When given coins he knew their value. He added their values easily, and could tell how much was left when some of the coins were taken away. He read the Moon alphabet readily. He had the usual childish idea of God, as a very good being, who made the world, and who never sins.

His language is good—better than that of most boys of his age in the school. He used number, person, and gender correctly, and understood the present, past, and future tenses. I conversed with him freely in simple language. I am much astonished at the amount of knowledge he possesses. It is a credit to himself and to his teachers.

I am very glad I had the opportunity of examining such a capable, interesting boy.

Yours respectfully,

PERCIVAL HALL.

May 24, 1895.

ENOCH HENRY CURRIER, M.A. :

DEAR SIR :—We herewith present our report of the examination of the Aural Grade :

NAMES OF PUPILS.	Speech.	Language.	Arithmetic.	Geography.	General Average.	Relative Rank.
Hunter, S.	9.0	9.0	8.0	8.6	8.7	1
Dobsevage, N.	8.0	7.5	7.0	8.1	7.7	2
Lane, W.	10.0	8.0	7.0	.3	7.0	3
Fergusson, G.	9.5	7.0		7.3		
Orman, T.	8.5	8.0	7.5			
Rich, E.	7.0	...				
Crosby, W.	7.0					...
Edmonston, D.	6.5					
Messerschmitt, J.	7.5					
Stacey, A.	7.5					
Werr, F.	7.0					
Loew, O.*						

* Hears a few vowel sounds through the tube.

Respectfully submitted,

GRACE H. STRYKER,
GRACE E. PECK,
ANDREW P. MCKEAN.
Examiners.

REPORT ON AURAL GRADE.

EXAMINED MAY 24TH, 1895.

John Messerschmitt read simple sentences. He performed, and described in writing, a very few simple actions. In arithmetic he performed simple examples in addition and subtraction.

Albert Stacey read very indistinctly. He performed simple actions and described them in writing. He counted to ten, and this comprised his knowledge of numbers.

Loew did simple action work, taking the directions from the lips. He understood questions of "how many" and "where." He read simple sentences.

Ellis Rich performed simple actions. He counted to twenty-five, and added 1 + 2, 2 + 3, 2 + 2.

Edmonston—Simple action work. Counted to thirty. Understood addition and subtraction.

Crosby performed action work. Counted to ten.

Frank Werr can read simple sentences. He understood spoken commands, and executed them. He had no knowledge of numbers.

Respectfully submitted,

GRACE H. STRYKER,
GRACE E. PECK,
ANDREW P. MCKEAN.
Examiners.

May 24, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IV., Female:

NAMES OF PUPILS.	Speech.	Language.	Arithmetic.	Penmanship.	General Average.	Relative Rank.
Kurz, Josephine	9.7	9.2	7.5	8.0	8.6	1
Peter, Mary	7.6	9.5	7 5	8.5	8.2	2
Wilson, Theresa	7.8	8.4	7.0	9.5	8.1	3
Muller, Belle	7.3	9.5	6.0	9.5	8.0	4
McCatty, Ellen	6.5	9.6	7.0	8.5	7.9	5
Byron, Florence	7.5	9.0	6.0	9.0	7.8	6
Quinn, Annie	8.0	8.3	6.5	8.0	7.7	7
Blackman, Katie	7.8	8.3	5.0	9.5	7.6	8
Goldstein, Leah	8.0	9.3	4.0	8.0	7.3	9
Colligan, Lena	7.1	8.6	5.0	8.5	7.3	9
Glosque, Mary	4.6	9.1	3.0	9.0	6.6	10
Murray, Mary *	9.2	8.5	...	7.5	6.3	11
Norton, Elizabeth	5.0	9.0	2.0	7.5	5.8	12

* Hears.

Respectfully submitted,
MYRA L. BARRAGER,
CARRIE L. CLARKE,
Examiners.

NEW YORK, May 24, 1895.

MR. ENOCH HENRY CURRIER, *Principal of the New York Institute for the Deaf and Dumb:*

DEAR SIR:—We present the following report of our examination of Grade IV., Mixed:

NAMES OF PUPILS.	Arithmetic.	Language.	Speech.	General Average.	Relative Rank.
Stern, A	10.	8.0	9.5	9.2	1
Renner, W	8.3	9.5	8.5	8.8	2
Powell, H.	6.1	8.7	7.5	7.4	3
McDonald, G	8.7	7.0	6.5	7.4	3
Van Valkenburg, C	6.4	7.0	7.0	6.8	4
Patterson, G	5.6	6.0	7.0	6.2	5
Brewer, E	6.5	7.7	3.0	5.7	6
Silvermond, B	5.5	4.5	7.0	5.6	7
Berger, F	3.4	7.0	6.5	5.6	7
Hoffman, M	4.8	5.0	7.0	5.6	7
Turner, L	6.4	6.4	3.0	5.3	8
Brewer, E	8.5	4.0	3.0	5.2	9

GRACE H. STRYKER,
GEO. RAY HARE.
Examiners.

No. 5. May 24, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Male:

NAMES OF PUPILS.	Speech.	Language.	Arithmetic.	General Average.	Relative Rank.
Slinn, E	8.3	9.5	10.0	9.3	1
Sanford, C	9.0	9.0	9.6	9.2	2
Burke, M	9.5	8.9	9.0	9.1	3
Suk, A	9.3	8.0	8.0	8.4	4
Belch, J	7.2	8.8	8.6	8.2	5
Postelthwaite, W	7.8	8.4	8.4	8.2	5
Heuser, L	7.7	7.9	8.8	8.1	6
Hatowsky, L	8.3	8.8	7.0	8.0	7
Muller, C	9.0	8.2	6.8	8.0	7
Izquierdo, A	7.0	7.2	7.2	7.1	8
Pickruhl, C	7.5	6.5	6.8	6.9	9
Kulberer, P	7.7	8.8	2.0	6.2	10

Respectfully submitted,

LUCY M. CLARK,

ANDREW P. MCKEAN.

Examiners.

May 29, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith submit the results of the examination of the Fifth Grade, Mixed:

NAMES OF PUPILS.	Language.	Arithmetic.	Penmanship.	Speech.	General Average.	Relative Rank.
Hannon, Stephen	7.7	7.0	10.0	8.5	8.3	1
Gaunt, Charles	6.6	6.8	9.0	9.0	7.9	2
Burt, David	6.4	8.9	8.0	8.0	7.8	3
Thadwald, Elizabeth	7.5	6.8	9.0	8.0	7.8	3
Bolender, Jennie	7.9	4.1	8.0	8.5	7.1	4
Barnett, Annie	6.6	6.3	8.0	7.0	7.0	5
Gabie, Florence	7.1	3.3	8.0	9.0	6.9	6
Pinder, Edna	6.8	5.8	7.0	7.5	6.8	7
Long, Richard	5.5	4.9	8.0	8.5	6.7	8
Riecke, George A	6.0	4.3	9.0	7.5	6.6	9
Lynch, William	5.3	3.4	9.0	7.5	6.3	10
Kistler, Joseph	6.3	4.0	8.0	6.0	6.1	11

Respectfully yours,
GRACE E. PECK,
WM. G. JONES,
Examiners.

May 23, 1895.

Mr. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Oral:

NAMES OF PUPILS.	Speech.	Language.	Geography.	History.	Arithmetic.	Penmanship.	General Average.	Relative Rank.
Dornblut, Lillian	9.2	9.6	9.0	9.5	7.0	9.0	8.8	1
Fenalli, Rachel	9.1	8.5	9.5	8.1	6.0	8.5	8.3	2
Rappolt, Edward	9.9	5.6	8.0	8.2	8.3	9.0	8.2	3
Taylor, Walter	8.2	5.0	9.9	9.4	5.5	9.0	7.8	4
Sigal, Beril	4.6	8.1	8.4	9.0	8.0	9.0	7.8	
Peck, Daisy	8.5	8.6	6.8	6.1	8.0	8.5	7.7	5
Landre, Herman	5.9	7.8	8.3	7.0	8.0	8.5	7.6	6
Pearce, Mabel	8.2	6.2	7.0		8.0	9.0	7.6	
Hutton, Samuel	7.0	5.5	4.0	4.0	6.5	8.5	6.0	7
Weber, Lizzie	9.2	5.1	2.5	2.5	4.8	9.0	5.5	8
Laughlin, Fanny *	9.5	7.2	3.5		8.5	9.0	7.5	
Burdette, Grace *	5.8	4.2	4.0		6.0	9.0	5.8	
Greenbaum, William †	6.0	6.3			8.0	8.0	7.0	

* Examined from 4th grade program.

† Has been here but two weeks. These results were obtained by an examination from 2d grade program.

Respectfully submitted,
BESSIE LOUISE NIXON,
E. E. BUCKINGHAM,
Examiners.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Male:

NAMES OF PUPILS.	Speech.	Language.	Arithmetic.	General Average.	Relative Rank.
Konkel	9.5	8.7	8.7	9.0	1
Reiff	8.0	8.5	8.7	8.4	2
Long	7.5	8.8	8.5	8.3	3
Morrison	7.5	8.6	8.1	8.1	4
McVea	8.5	8.1	7.6	8.1	4
Bachman	7.5	8.3	7.9	7.9	5
McBride	6.5	8.4	8.3	7.7	6
Ogle	6.0	8.4	8.2	7.5	7
Heerdt	5.5	8.0	8.0	7.2	8
Unger	9.0	6.0	5.0	6.7	9
Smith	5.5	5.8	2.0	4.4	10
Silliman*					

* Absent.

M. L. BARRAGER,
ANDREW P. MCKEAN,
Examiners.

May 23, 1895.

MR. ENOCH HENRY CURRIER, *Principal :*

DEAR SIR :—The results of the examination of Grade VI., Mixed, are as follows :

NAMES OF PUPILS.	Speech.	Arithmetic.	Geography.	Language.	General Average.	Relative Rank.
Blaum, Josephine.....	6.3	7.0	10.0	9.7	7.8	1
Doody, Thomas.....	7.0	7.5	7.0	9.2	7.7	2
Ottmer, Katie.....	8.0	4.0	8.0	8.2	7.0	3
Anderson, Robert.....	6.7	6.0	7.0	7.8	6.9	4
Ehrlich, Katie.....	7.7	4.0	7.0	8.8	6.9	4
Berg, Adelgunde.....	9.3	5.0	3.0	8.7	6.5	5
Marks, Morris.....	6.7	9.0	4.0	6.3	6.5	5
Avens, James.....	5.5	6.0	6.0	8.3	6.4	6
Lawton, Ralph.....	7.2	6.5	5.0	6.7	6.4	6
Gibbs, Maud.....	8.3	1.0	8.0	7.3	6.2	7
Prinsinzing, Henry.....	7.7	4.0	6.0	7.0	6.2	7
Muench, Henry.....	8.0	3.0	2.0	5.0	4.5	8

Respectfully submitted,

IDA MONTGOMERY,
PERCIVAL HALL,
Examiners.

May 24, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—The results of the examination of Grade VII., are as follows:

NAMES OF PUPILS.	U. S. History.	Geography.	Speech.	Arithmetic.	Grammar.	Language.	General Average.	Relative Rank.
Abrams, William	9.0	9.0	8.8	8.5	8.0	9.5	8.8	1
Elflein, John	7.5	9.0	5.0	8.5	9.7	7.5	7.9	2
Cohen, Louis	4.0	8.5	9.3	6.0	9.5	9.5	7.8	3
Burch, Louis	7.5	8.5	7.6	7.0	8.2	8.5	7.8	3
Cox, Samuel	6.0	4.5	8.1	6.0	8.0	8.0	6.8	4
Zundel, Robert	7.5	3.5	6.5	0.0	9.7	9.0	6.0	5
Strang, Robert	4.0	4.5	4.5	8.5	8.0	6.0	5.9	6
Hamm, George	5.0	4.4	5.3	4.2	8.0	7.0	5.7	7

Respectfully submitted,

HELEN B. ANDREWS,

PERCIVAL HALL,

Examiners.

NEW YORK, May 24, 1895.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We present the following report of our examination of Grade VIII., Male:

NAMES OF PUPILS.	Language.	Arithmetic.	Geography.	History.	Speech.	General Average.	Relative Rank.
Losey	7.4	5.5	8.3	6.7	10.0	7.6	1
Moeslein	7.0	7.5	8.7	6.5	8.0	7.5	2
Colwell	7.0	9.8	6.6	5.7	5.0	6 8	3
Krekel	6.9	9.0	7.5	6.0	4.0	6.7	4
Lamm	6.8	4.4	7.3	8.0	7.0	6.7	4
Cohen	8.0	5.9	7.5	7.0	3.0	6.3	5
Ellis	5.0	6.4	8.2	5.5	6.0	6.2	6
Keirnan	6.7	5.0	6.6	7.7	5.0	6.2	6
Long	5.5	5.2	6.8	5.6	5.0	5.6	7
Short	5.0	.0	6.2	3.8	8.0	4.6	8
Kreicheldorf	5.5	3.0	3.9	4.0	6.0	4.5	9

Respectfully submitted,
E. E. BUCKINGHAM,
GEO. RAY HARE,
Examiners.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VIII., Oral:

NAMES OF PUPILS.	Speech.	Language.	History.	Geography.	Arithmetic.	General Average.	Relative Rank.
Jaycox, Mattie.....	8.3	9.6	8.7	8.5	9.8	9.0	1
Anderson, Elizabeth.	9.2	8.0	9.9	8.0	8.5	8.7	2
Lorigan, Nellie.....	9.3	9.3	8.9	9.5	5.0	8.4	3
Zettel, Johanna.....	9.3	9.6	9.3	9.4	3.1	8.1	4
Beck, Herman.....	6.9	7.3	7.5	9.3	9.0	8.0	5
Kummer, Louise.....	9.2	8.0	7.8	8.6	5.0	7.7	6
Turner, Gertrude....	8.9	7.0	7.0	9.9	5.8	7.7	6
Judge, Alice.....	8.3	7.3	8.7	7.8	6.0	7.6	7
Gray, Edith	8.2	6.0	8.0	8.7	5.5	7.3	8
Freeman, Sarah.....	9.2	7.3	8.5	6.8	2.0	6.8	9
Mayer, Emil.....	7.0	4.5	6.5	6.0	9.0	6.8	9
Black, Hiram.....	8.1	6.0	7.4	6.7	6.0	6.8	9

Respectfully submitted,
PRUDENCE E. BURCHARD,
BESSIE LOUISE NIXON,
Examiners.

INSTITUTION, May 28, 1895.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of the High Class:

NAMES OF PUPILS.	Speech.	Idioms.	English History.	Geography.	Arithmetic.	Grammar.	Average.	Relative Rank.
Spahn, Bertha	9.6	9.4	8.3	9.0	9.5	8.6	9.6	1
Elsworth, Mamie	9.0	7.3	9.4	9.0	7.7	9.1	8.5	2
Hemphill, Julia	10.0	7.9	8.7	9.0	6.8	9.1	8.5	2
Caddy, Emma	8.0	9.9	9.3	9.0	5.0	9.3	8.4	3
Hogan, John	9.7	9.9	7.5	5.7	8.0	9.8	8.4	3
Kaiser, John H	9.7	9.8	7.0	7.4	3.0	7.0	7.3	4
Fetscher, C	10.0	9.5	2.7	6.5	6.4	6.5	6.9	5
Murray, Hattie *	10.0	7.0		1.9	8.0	7.0	6.7	6
Avens, Frank	6.7	8.2	3.6	4.4	5.6	9.1	6.2	7
Hayes, Jeremiah	8.0	8.7	1.5	3.4	2.9	5.4	4.9	8

* Had not taken full course.

Respectfully submitted,
HARRIET C. HALL,
LUANN C. RICE,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

A Cooking Class.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—We have examined the work of the pupils in the Art Department done during the past year, and we make the following recommendations:

1. That the Henry Jansen Haight prizes for painting be awarded thus:

First prize, to Herman Lamm.
Second prize, to Eugene V. Moeslein.
Honorable mention, to Anton Suk.

2. That the following prizes be awarded for general excellence in the regular art classes:

Senior Division.—First prize, Mabel C. Pearce.
Second prize, S. M. Cox.

Intermediate Division.—First prize, Anton Suk.
Second prize, Robert H. Anderson.

Junior Division.—First prize, Louis Hatowsky.
Second prize, Charles Brewer.

3. That the following prizes be awarded for work in the school classes:—

Senior Division.—William Long.
Intermediate Division.—James Avens.
Junior Division.—Samuel Hunter.

4. That especial mention be made of the work of Frank Avens in all the lines taught in the department.

Since he has already taken the highest prizes it has seemed best to leave his work out in awarding prizes this year. His work has been artistic, original, and progressive. His time here is now at an end just as he is entering into the broad field of art. It seems to us that his talent should be further cultivated, and his case suggests the advisability of establishing a scholarship in this department to aid pupils of decided genius to finish their education in art after leaving the Institution.

Yours respectfully,

PRUDENCE E. BURCHARD,
PERCIVAL HALL,
Examiners.

PHYSICAL DEPARTMENT.

Mr. E. H. CURRIER, *Principal:*

DEAR SIR:—We notice with great pleasure the improvement made by all the pupils in the Gymnasium. The physical examinations show without exception that all have been greatly benefited by the year's work. The average increase in measurement and development generally being: chest expansion, 1½ inches; lung capacity, 35 cubic inches; strength test—pull-up, six times; dip, four times. The muscular and nervous systems have been decidedly strengthened, and mark the value of this special training. Of the many peculiar cases under notice we would speak of one or two of the most striking. At the beginning of the year one boy was apparently a hopeless case, his nerve force overbalancing his muscular power. He had no control over his body. Light and simple work was begun, and at the examination he was found to be able to control his body at will. In a recent competition he defeated his entire class in the spring-board jump. He has gained eighteen pounds in weight, 1¾ inches in height, 2¼ inches in chest expansion, 30 cubic inches in lung capacity, and developed all his muscles to a marked degree.

In another case a boy who was paralyzed and had considerable difficulty in working, has also been greatly benefited and now performs the same work as the other boys of his class. He has gained 2 inches in chest expansion; fore-arm, ½ inch; upper arm; ¾ inch; thigh, ⅞ inch; calf, ¾ inch; and lung capacity, 21 cubic inches. This is a very good case of general improvement for one year's work. Among the older boys there are some very striking illustrations, the following being specimen cases:

NUMBER 10.

Last Year.		*This Year.*
35⅝ inches.	Chest expansion	36⅜ inches.
180 "	Lung capacity	200 "
10	Pull up	11
9	Dip	18

NUMBER 47.

Last Year.		*This Year.*
34½ inches.	Chest expansion	35½ inches.
9	Dip	14
7	Pull-up	7
17⅜ inches.	Thigh	18½ inches.
12⅛ "	Calf	12½ "
10¼ "	Fore-arm	10½ "
11¼ "	Upper arm	11⅜ "



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

NUMBER 72.

Last Year.			*This Year.*	
37	inches	Chest expansion	37⅞	inches.
225	"	Lung capacity	242	"
7		Pull-up	13	
7		Dip	13	
11	inches	Fore-arm	11⅛	inches.
10¼	"	Upper arm down	11	"
12⅞	"	Upper arm up	13¼	"
19¾	"	Thigh	20¾	"
13¾	"	Calf	14⅛	"

We trust the Gymnasium will before long be recognized as a regular department of the school work in all Institutions for the Deaf.

PERCIVAL HALL,
ANDREW P. MCKEAN,
Examiners.

BACCALAUREATE SERMON.

On Sunday afternoon, June 9th, at three o'clock, the Rev. Charles B. Chapin, D.D., Rector of Hamilton Grange Dutch Reformed Church, preached the Baccalaureate Sermon to a large congregation of the pupils, teachers, and officers of the Institution. His discourse follows :

MATTHEW, vi : 33. But seek ye first the kingdom of God, and his righteousness ; and all these things shall be added unto you.

The time of graduation is an impressive time. You young people have come to the crisis, and you feel it. My aim, therefore, shall be to say and suggest that which at this season of soft and tender heart shall touch you ; that which I trust you will always remember.

Let me, then, give you a motto text for your future lives. Let me ask you to mark it in your Bibles, and, if you will, to transcribe it and hang it where your eyes will often rest upon it. It is this : " Seek ye first the kingdom of God, and his righteousness ; and all these things shall be added unto you." The words are those of Jesus, spoken after a night of prayer, and making up a part of the wonderful Sermon upon the Mount.

And that you may have something sharp and clean-cut to remember, ask with me four questions :

I. *What?* What is to be the object of your seeking ? Not money. Money is a good thing to have, and you and I want more of it than we possess. In this age there is a mad scramble after it. Men will have money. They will be rich. If by fair means, well ; if not, by unfair means. Do not, young friends, make it the first object of your seeking.

Not power. Power is a splendid thing to acquire when rightly used. But in these days many are inordinately ambitious for it—for political power, for mercantile power, for intellectual power. Be not turned aside by such an ambition.

Not morality. One should be upright, pure, and honest, but this should not be the first thing to be sought for.

Not culture. Fill your minds with useful knowledge, and cultivate characters refined and polished ; but do not make this, as do so many, the first thing to live for. What then ? *Jesus Christ for yourself and others.* Make Him your personal Saviour. Have of Him not simply a

head knowledge, but a heart knowledge. Take Him to you as a real friend, an intimate companion. And then "pass Him on to others." Remember the case of the lady who for many years was a professing Christian, and then to the surprise of everybody went as a missionary to India. When asked why she had not gone before, she replied, "Because I did not have a religion worth passing on." Our religion is not selfish nor self-centered. If men are to be saved, it must be by way of men. Remember this and be not content with being saved yourselves, be saviours too. "Saved to save"—let this be your watchword.

II. *Why?* Because none but Jesus saves and satisfies.

Money does not save. Even if millions are amassed, they must be left behind. We say, "He left so many millions." Nor do they satisfy. King Midas in the old-time fable has many successors to-day. As a reward from the gods, everything he touched was turned to gold. All was well until the food touched his mouth. Then starvation stared him in the face, and that which he thought would be his greatest blessing became his greatest curse.

Nor has power any saving efficacy. And certainly it does not satisfy. Witness Alexander the Great, who after conquering the whole known world sat down and wept because there were no more worlds to conquer.

And it is the same with morality. The moral man is not truly happy. And it is with him as with a man caught upon the roof of a burning building, whose only hope of escape lies in letting himself down hand over hand upon a rope. When lo! the rope only reaches to the second story window. It is good enough as far as it goes, but it does not go far enough. So with morality; it does not go far enough to save.

And so with culture. No one contends that culture has any saving power. Nor does it satisfy. The more one really knows, the less he thinks he knows and the more he sees ahead to be acquired.

But when a man receives Jesus Christ into his heart, he is a saved man He is saved for time and for eternity. He is saved to the uttermost—from sin and the guilt of it. And as he gains an ever increasing experimental knowledge of the Christ and makes it his chief business in life to win others to Him, his heart is filled with a joy that grows deeper and sweeter and higher and holier as time goes on.

III. *When?* Now, in early life. Certainly it is the easiest time for you to seek the Saviour. As the magnet attracts little nails and has less and less power over them as they increase in size, so is it with the Christ. Those in early life are naturally and easily drawn towards Him. Those in adult years, if unbelievers, are very hard to reach.

Dr. Cuyler has likened the saving of children to the rescue of people away up in the still waters of Niagara, while grown men and women out of Christ are just upon the verge of the Falls.

And it is the safest time. One is saved so much by coming to Jesus in early years. It is then easier to work out the bad and easier to work in the good. Just as men wounded in our recent war bear about to their dying days their scars, so is it with those converted in middle life. The wounds made by sin have healed, but the scars remain. Young friends, save yourselves from the wounds, and you will have no scars.

Then with the most it is the only time. There is always hope down to the eleventh hour, but the fact remains that the great majority of Christians became such in early life. An examination of 253 hopeful converts was once made by the Rev. Dr. Spencer, with the following result:

Under 20 years of age. 138.
Between 20 and 30, 85.
Between 30 and 40, 22.
Between 40 and 50, 4.
Between 50 and 60, 3.
Between 60 and 70, 1.

Thus with the majority of our youth, it is practically *now or never*.

And then remember also that you are now forming your Christian characters. You are now determining just what kind of Christians you are to be, whether half-hearted or out-and-out for God.

But not only now in your youth, but always are you to place Christ for yourselves and others, first; before business, before pleasure. First and last and always, in everything and everywhere, place the service of your God.

IV. *What then?* Four results let me briefly mention. First, there will be peace. Read the context, and see how plainly this is taught. Just as the traveller upon the summit of the mountain is above the storms and clouds, so you, if only you will live up upon the mount with God, will more and more be above the petty annoyances and troubles of life. Matthew Henry has quaintly said, "The best cure for anxiety for the body is anxiety for the soul."

A second result is power. Who are the men who have moved and lifted up the world? Men who have been on fire with their zeal for Christ. The greatest power in this world to-day comes from those who are given over wholly unto Christ, willing to do anything, to go anywhere, or even to suffer in His name.

A third result is prosperity. Of course the soul prospers when one seeks first the kingdom of God. But there is temporal prosperity as well. It may be that God will give you as He gave to Solomon, much of this world's goods, if you choose Him first. This, however, is not the usual way. But God always cares for those who are entirely consecrated to Him. Somehow or other, they never really want. And the little they do

possess often seems more to them than their millions do to the rich. They feel that they have enough of earthly things, and then they have a contented spirit. To sum up, again using Matthew Henry's words: "The best way to be comfortably provided for in this world is to be the most intent upon the next."

Lastly, there is the blessed result of heaven. Christ is the only door into heaven. And the more of Him we have here and the more of Him we give to others, the higher will be our place there. There are certainly degrees of happiness in heaven. One may get in as by fire, or one may have an abundant entrance. Each will be as full of bliss as each can be, but some will contain more than others. Do you want to be near the throne there? Then seek Him first here.

And so I close as I began, earnestly pleading with you to take this verse and make it the motto of your lives. Believe it, receive it, live it, and more and more as the years roll on. Until with Count Zinzendorf every single one of you can really say and truly feel: "I have but a single passion—it is He."

ANNUAL COMMENCEMENT.

Tuesday June 11th, at eleven o'clock A.M., the literary exercises of the Seventy-seventh Commencement were held in the Chapel of the Institution in the presence of a large audience. The following was the

PROGRAM.

I. PRAYER. REV. SAMUEL H. VIRGIN, D.D.
II. ADDRESS BY THE PRESIDENT.
III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.

1. Illustrations of art instruction, with primary classes.
2. "The New Jerusalem," recited in signs, with vocal accompaniment.
3. Salutatory address, with essay on "Progress in Education," by Mary L. Elsworth.
4. Essay, "Learning a Trade," by W. E. Short.
5. Essay, "Speech Teaching to the Deaf," by Robert Zundel.
6. "Oft in the Stilly Night," recited in signs, with vocal accompaniment.
7. Kindergarten work with the deaf.
8. Advanced primary work.
9. Intermediate art work.
10. Essay, "The New Woman," by Julia A. Hemphill.
11. Work with the deaf, dumb, and blind boy, Orris Benson.
12. Gymnasium work with the deaf.
13. "Now the Day is Over," recited in signs, with vocal accompaniment.
14. Essay, "Art in Education," with Valedictory Address, by Frank Avens.

IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION, AVERY T. BROWN, ESQ.
V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.
VI. "HOME SWEET HOME," RECITED IN SIGNS WITH VOCAL ACCOMPANIMENT.
VII BENEDICTION. REV. CHARLES B. CHAPIN, D.D.

Appended are the various addresses and essays delivered by the members of the Graduating Class.

SALUTATORY ADDRESS, WITH AN ESSAY ON "PROGRESS IN EDUCATION."

By Mary L. Elsworth.

Ladies and Gentlemen:—In behalf of the Class of '95, I bid you all welcome. We hope that on this occasion the exercises will interest you. A view of some of the work that this school has accomplished is to-day pre-



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

sented to your inspection. Many of the details of instruction and special training, however, are necessarily omitted, but the results will be evident.

We trust they will be convincing proof of the great advance that is being made in the instruction of the deaf in this school, which seeks to provide the best and most approved instruction that experience and study can obtain. Again I bid you welcome.

Essay.

Education supplies the intellectual power to develop and cultivate knowledge. Through it we improve the memory and reasoning powers, and learn to think and judge correctly; in short, our minds grow so that we will be better able to do our work in life.

It is interesting to note the rise of education in our country. No schools had been established in North America when the Indians inhabited it. In 1620 the Pilgrims came to Plymouth, Massachusetts, where they made their settlements. At that time they established a small school for their children to provide them an English education. Then, as the settlers became more prosperous, schools were opened in other parts of the colonies.

Comparing the education of those old days with that of the present, it would appear that the popular education brought into the New World by our forefathers advanced rather slowly. The education of the present day in schools and colleges is much improved. There are many great changes since the first schools were established. In the days of old the schools were few and poor, so were the school books; but at the present day the abundance of text-books is constantly growing and they are adapted to pupils and students and in other ways are improved.

In early times the intellectual power of woman was not considered equal to that of man. In consequence they were expected to devote themselves to their fancy work and housekeeping. In present times men are beginning to see that the mind of woman is equal to that of man, when they have as good an education. They become lawyers, teachers, doctors, preachers, authors, and artists. This proves that education for women has attained a very high position and their minds can be developed and cultivated by learning.

Colleges were only provided for men who wished to obtain a high education, and women could not enter them. People came to see the injustice of this distinction; the old barriers were removed, and women are now allowed the same college advantages as men.

In the early days of this country the deaf were in a sad state of ignorance, for there were no established schools for them. Thomas Gallaudet brought them education, and then began an epoch of progress which is at its height this day. Gallaudet established a school for the education of

the deaf in Hartford, Connecticut, and the deaf were brought there, into the golden sunshine of God's love and truth and wisdom.

Following Hartford, within a year this school was established, and then other schools arose to spread the new Gospel of deliverance for the deaf.

Once possessed of an education we ought not to depend upon others, but resolve to help ourselves through the means education gives us, for we can thus obtain that development of intellect which is of such assistance in the pursuit of success and happiness in life.

Learning a Trade.

By William E. Short.

It is hardly possible for the average man to succeed honestly in life without a knowledge of some trade. We know that in the early days of our country few of the successful men were without a trade. There were some rich plantation owners who did not work, but the number of men depending on a trade for support has rapidly increased.

It is a wise plan to have trade schools where the pupils can learn trades while their education is going on in school. It helps them to succeed in the world by supplying a means of support. This school was among the earliest to supply regular manual training to its pupils. The result is that most of its graduates earn a good living when they leave here. This shows that the deaf can find steady employment when they leave school if they have mastered a trade, and have habits of sobriety and industry.

It is a fact that most deaf people who have become successful in the world owe it to learning a trade well while at school. There is nothing better than learning a trade while we are young and have a good opportunity. We ought to be glad to take advantage of it while we have plenty of time.

All chances come and go but never return once they are past. Many people who do not make good use of their time live to see the day when they are sorry for past neglect. We have plenty of time while here, and I do not see anything better than devoting our allotted time to learning the trade selected for us. Just at present we are without a regular trade school, owing to the recent loss of the building by fire, but in time it is certain a new and better building will take the place of the old one, and trade instruction will continue.

Experience teaches us that people who have courage to earn money for a comfortable living are willing to work, and are also willing to try and learn anything when they know they can earn a good living by it. Without work life is full of temptation, and this is especially true for us who have to depend upon our own efforts for self-support.

Teaching Speech to the Deaf.

By Robert Zundel.

Many of you have heard that the deaf are taught to speak in some of the schools, and I will try to tell you of the value of speech to a deaf person. It is in most cases very important to the deaf that they know how to speak. Of course some cannot learn to speak as well as hearing people, but most can learn to read the lips. A good many do not try to read the lips, because they are careless; others because their eyesight is poor.

The reason why we should learn to speak is that we often want to talk to our parents; but this is impossible, when we do not know how to talk. The parents of some of us are unable to read or write and so their children can have no conversation, except through natural signs. This is not always satisfactory.

Great progress has been made in many of our schools in the art of teaching pupils orally. Most institutions for the deaf teach their pupils to speak, and most graduates of each school are able to speak. It is a good thing to teach the pupils speech, when they show that they can profit by the teaching. But it must be remembered that there is much difference between semi-mutes and deaf-mutes. Semi-mutes learn to speak before they become deaf, but deaf-mutes must learn slowly. Deaf-mutes can learn to talk pretty well, if they try hard to improve. If speech teaching were used in every school for the deaf throughout the country I think it would be very well. Whenever a deaf-mute enters a store, he always has to write down what he wants, but if he had been taught speech, I think he would not always have to write down what he wants.

There are several classes devoted to speech teaching, in this Institution, in which the pupils use speech only. Every pupil is taught to speak, and an effort is made to give this power to all the pupils. At the exercises here to-day you can see how well some of the boys and girls can talk, although many of them are deaf from birth. But we must be honest and confess that those who once heard can generally speak better than the deaf from birth.

The New Woman.

By Julia A. Hemphill.

With the progress of civilization began eventually the progress of woman. This progress has marked, also, her successive advances from the comparatively low mental state in which the past centuries found her, to the more advanced mental footing of to-day. In the past she was always considered as man's inferior, but to-day she may well be classified as his equal, if not his superior. Take, for instance, the days of chivalry, a period renowned for its knightly deeds of warfare, and whose praises

have been sung by the poets of successive ages. In these historic records very little has been said of the personality of woman, except as a delicate being; a bit of Dresden china; to be handled with utmost care for fear she might break and then, alas!

Recall also the days of our forefathers when Madame, as the head of the family, had her seat of honor on all occasions, but there the honor was supposed to end. She was by no means allowed to enter freely into the conversation of the sterner sex, not on account of her lack of knowledge, as may be supposed, but because she was considered so much below their level. In the New England States, in the seventeenth century, women who talked too much had their tongues pinched with a cleft stick, or were ducked in running water, this being in accordance with the strict laws and customs of the colonies. The poor women, could they have foreseen the future, would doubtless have envied the greater freedom of speech which characterizes their more advanced sisters of the present day, for one cannot fail to see what a great difference there is in the condition of the women of to-day compared with that of the past.

"The New Woman," as she is nicknamed, whoever she is, is regarded by some as nothing less than a myth. She has been railed at and ridiculed until one wonders why she has not ceased to exist. She has been represented in several new lights, the most glowing of which is her ability to imitate man. She has been defined as—

"A fresh darn in the original blue stocking";

"Man's newest and best reason for remaining single";

"Six of one and half-a-dozen of the other"; and countless other definitions, which may be laughable in the extreme but that is all.

"The New Woman" is not at all new, for "there is nothing new under the sun." Ever since the time when women began to get into print, either for or about themselves, the passion for knowledge and appreciation of it has increased, but this is the work of the colleges, the seminaries, and the universities.

Our girls are trained nowadays in a very different way from what they were in the so-called "good old days"; they have been taught that upon entering the great battle-field of the world they must not shirk the work which will inevitably be theirs. Consequently our American girl, at her best, is fearless. She has been taught the reality of a higher and better life in the great hereafter, and thus she is religious to the core; she knows the usefulness of a healthy, happy life, and this has given rise to gymnasium and out-door exercise, with the result that we see stouter, healthier girls, with brighter eyes, rosier cheeks, and more buoyant steps than formerly. This, in addition to a cultured mind and a skilful hand, has prepared her to take her place bravely in the ranks of labor and to do

her part nobly. Although she is not always foremost in the rank, she is never far behind at the finish. The work of women in the school and hospital is not to be treated with contempt, indeed it is something marvellous.

"The New Woman" takes a clearer view of life; she reasons and she understands; avoiding all narrow grooves, she becomes a broad-minded, sympathetic woman, which the world could not very well get along without.

Every man and woman should believe in an exalted womanhood, for it is necessary that the vain, frivolous American girl should be in the minority. This type will be eventually crowded out by the more advanced girls of the day, and our stimulating climate and enthusiastic temperament have much to do with this, to say nothing of the higher education which she is receiving.

Some say the home is the only proper sphere for women, but there are other things for her to do besides spanking the children and scolding the cook; the world needs her not alone because of her spanking abilities, but because her presence brings refinement as well as reform wherever she goes. She has countless opportunities for doing good, with responsibilities attached, and she is embracing them. All the professions are hers to choose from, and no one prevents her. But when it comes to *voting*, I would draw the line.

We are already applauding "The New Woman" wherever she succeeds, and when a college-bred girl brings her disciplined brains and hands into a home, it is a better home, for domestic science is helping in the revolution going on in modern life. "The New Woman" is being acknowledged everywhere, not for her worthlessness, let us hope, but for the great good she is doing in making this country a better country, and this world a better world to live in, and so let us say God bless and keep our brave American girls.

Art in Education, with Valedictory Address.

By Frank Avens.

Goethe said, "Fortunate is he who at an early age knows what art is." How few can, in youth, lay claim to this knowledge. While it is a most interesting study for those who have an inclination for it, nevertheless it is a most exacting master, demanding loyal and steadfast devotion. It is not to be fully known but by long and patient effort.

While the term art is used to cover a variety of meanings, my theme has special reference to the fine arts, which include those branches of art of a refined or ornamental nature, especially painting, sculpture, and architecture. These present to us representations of natural or artificial

objects, either in colors or in the plastic form, the fashioning of rude masses of matter into shape.

Art, as a part of education, is a most important aid to the memory, and trains the mind as well as the eye. It depends upon its dealing with relations, making comparisons, and seeking exactness. Over and above all, a sense of the harmonious and beautiful is developed. The best help to the imagination or fancy are the different styles in drawing and painting. It is the best aid known to the training of the eye, the best help to an appreciation of perspective forms and of light and shadow. What is equally important, it is a great aid to the understanding, as well as to mental culture. One, through it, learns to appreciate nature, to value, love, and rejoice over its beauties. It is thus specially adapted to the deaf man or woman whose soul is filled with a love of the beautiful and the true. It is the recompense, the music of souls whose ears are forever closed to vocal sound. The eye opens to them the broad vistas of the beautiful landscape which is forever a source of admiration and wonder.

The importance of a knowledge of perspective, the depicting and placing of objects in the manner in which they appear to the eye in nature, is well recognized. It is equally attainable by the deaf as by the hearing, a question only of proper training.

No one who has studied art faithfully can but feel ennobled by the lessons it teaches. It rouses and strengthens the inspiration, producing those ideals, which, by their harmony and chasteness of design, please the eye and excite agreeable emotion.

But there is also a very practical side to the study of art. Few can afford to follow it for art's sake alone. The demands of life, vulgar as the confession may be, require that it bring forth the "Almighty Dollar," the means of subsistence. And this is one great end for which our training here is designed and in which so many of our predecessors have succeeded.

This school may well rejoice in the opportunities it offers its children in this line. Drawing from nature, in charcoal and ink, water and oil colors; designing for metal work, keramics, textiles; wood carving; the study of historic ornament; mechanical drawing and working drawings to scale; decorating tapestry, china, charts, and indeed all the chief branches of art are here successfully cultivated, and it is a pleasure for me to thus publicly attest the worth of this special training, which, in addition to so many other advantages, is freely offered us. It can be truthfully asserted that this Institution, the second oldest in America, affords its pupils the best and most advanced instruction in art of any school of like character in our country.

VALEDICTORY.

To the Members of the Board of Directors :—It is difficult for us to find words to express our gratitude for your many acts of kindness towards us. You have succeeded in governing the Institution wisely and well and brought it to a most prosperous standing. We have through your care acquired a double education, mental and manual, and are prepared for the struggle of life upon which we are about to enter. We are deeply grateful for all that you have done for us and wish you God-speed in your good work as we bid you our most respectful farewell.

To the Principal, Teachers, and Officers :—At this, the time of our graduation, we find it no easy matter to come to the point of saying the parting words. What you have accomplished for our enlightenment and preparation for the active life of the world mere words cannot fully describe. Had we never come to the Institution, to your instruction and care, how could we hope to face the world and gain a footing? As we look backward we cannot but marvel at your patient efforts in our behalf; but we trust that our new life will prove that we have profited by your hard work, in which you have been so enthusiastic, for the sake of making our future lives useful and happy. We shall not forget your instructions, and before we leave this school for another in the larger world, where we shall not have any one to depend upon, we wish to offer you our thanks, and to express our gratitude for all that you have done for us. Farewell.

Graduating Classmates and Schoolmates :—In meeting at the line which separates our life at school and our life in the outer world, we are reminded of the many pleasant times we have enjoyed together. Our school days are over, and we are no longer school boys or school girls. We must show that, having finished our training in spite of a great many obstacles, we shall succeed in making our lives successful. This we must do in justice to our school as well as to ourselves.

Life is before us, and following our class motto, "Loyal in Everything," let us see that we are especially loyal to our training, to our school, and, above all, to our God. Farewell.

Following the conclusion of the exercises, the certificates, diplomas, and prizes were awarded in accordance with the following resolutions of the Board of Directors, passed June 11, 1895 :

PREAMBLES AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose; and

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz. :

Robert H. Anderson,
Frederick Bachman,
Louis Burch,
Thomas Doody,
Charles Gaunt,
Dennis Hartnett,
Herman Heerdt,
Robert D. Johnston,
Willard Lane,
Emil Mayer,
Matthew H. Morrison,
William D. Postlethwaite,
Anthony C. Reiff,
Louis Unger,
Charles Utrazanka,
Franklin H. Werr,
Frank J. Wood,
Josephine Blaum,
Emma F. Caddy,
Lena Colligan,
Lugai Fenalli,
Maud Gibbs,
Leah Goldstein,
Alice Judge,
Katie McGirr,
Mary Elizabeth Murray,
Katie F. Ottmer,

who have completed, or within the academical year will complete, the term of five years for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of the law.

Resolved, That

Henry Cohen,
William E. Hawley,
Jeremiah Hayes,
Arthur P. Izquierdo,
Joshua Levy,
Eugene Moselein,
Orlando D. Smith,
Elizabeth M. Anderson,
Elizabeth Norton,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz.:

Robert H. Anderson,
Frederick Bachman,
Louis Burch,
Thomas Doody,
Charles Gaunt,
Dennis Hartnett,
Herman Heerdt,
Robert D. Johnston,
Willard Lane,
Emil Mayer,
Matthew H. Morrison,
William D. Postlethwaite,
Anthony C. Reiff,
Louis Unger,
Charles Utrazanka,
Franklin H. Werr,
Frank J. Wood,
Josephine Blaum,
Emma F. Caddy,
Lena Colligan,
Lugai Fenalli,
Maud Gibbs,
Leah Goldstein,
Alice Judge,
Katie McGirr,
Mary Elizabeth Murray,
Katie F. Ottmer,

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz. :

Henry Cohen,
William E. Hawley,
Jeremiah Hayes,
Arthur P. Izquierdo,
Joshua Levy,
Eugene Moselein,
Orlando D. Smith,
Elizabeth M. Anderson,
Elizabeth Norton.

Resolved, That certificates for a modified course of supplementary study be awarded to

George Hamm,
Mable C. Pearce.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz. :

Frank Avens,
William E. Short,
Robert Zundel,
Mamie L. Elsworth.

Resolved, That the prize for dressmaking be conferred on Bertha Elkan.

Resolved, That the prize for skill displayed in shirtmaking be awarded to Lugai Fenalli.

Resolved, That the prize for plain sewing be adjudged to Malie Rosenberg.

Resolved, That the prizes for proficiency in cooking be awarded to:
Female Morning Class, Bertha Spahn.
Female Afternoon Class, Elizabeth Norton.
Male Morning Class, Samuel Smith.
Male Afternoon Class, George McDonald.

Resolved, That the prize for progress and successful attainment in typewriting be awarded to Emma F. Caddy.

Resolved, That from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art:

For general excellence in the regular art classes.

SENIOR CLASS.

First prize, to Mabel C. Pearce.
Second prize, to Samuel M. Cox.

INTERMEDIATE CLASSES.

First prize, for general excellence, to Anton Suk.
Second prize, for general excellence, to Robert H. Anderson.

JUNIOR CLASS.

First prize, for drawing, to Louis Hatowsky.
Second prize, for drawing, to Charles Brewer.

REGULAR SCHOOL CLASSES.

Senior division.—William Long.
Intermediate division.—James Avens.
Junior division.—Samuel Hunter.

Resolved, That the Henry Jansen Haight prizes for water colors be awarded as follows;

First prize, to Herman Lamm.
Second prize, to Eugene V. Moselein.
Third prize, to Anton Suk.

Resolved, That the Grosvenor prize, for excellence in the reciprocal use of language and signs, be awarded to Alice Judge.

Resolved, That the Alstyne prize, for general excellence of character and perseverance in well doing, be awarded to Mabel C. Pearce.

Resolved, That the Cary testimonial be awarded to Elizabeth M. Anderson, for superiority in scholarship and character.

Resolved, That the Demilt prize, for scholarship and character, be awarded to Robert Zundel.

Resolved, That the special prize offered by the Principal for scholarship and character be awarded to Mamie L. Elsworth.

Resolved, That the Frizzell prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies, be awarded to Martha Jaycox.

Resolved, That the Anderson prize, for superior attainment, be awarded Bertha M. Sphan.

Resolved, That the Denistoun prize, for English composition, be awarded to Julia A. Hemphill.

Resolved, That the testimonial to be conferred every year in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Frank Avens.

All of which is respectfully submitted.

THOMAS GALLAUDET, D.D.,
AVERY T. BROWN,
EDWARD M. TOWNSEND,
CHARLES A. LEALE, M.D.,
JOHN L. TONNELÈ,
Committee on Annual Examination.

Financial Statement.

REPORT *of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the Receipts and Expenditures, for the year ending September 30, 1895.*

Receipts.	
Amount received from State Comptroller	$60,200 43
" " for County Pupils	40,411 15
" " " Pay Pupils	986 00
" " from other sources	802 11
" " " Real Estate and Building Fund for deficit for the year	1,041 33
	$103,441 02

Expenditures.	
For Groceries and Provisions	$21,296 52
" Clothing	10,896 09
" Furniture and Bedding	5,350 04
" Building and Repairs	8,212 55
" Contingent Expenses	2,797 73
" Salaries and Wages	16,821 55
" Fuel and Lights	4,578 07
" Stable	1,247 31
" Garden and Grounds	2,213 71
" Laundry	2,819 87
" Schools	23,055 62
" Printing	2,438 55
" Hospital	1,458 41
" Cooking School	255 00
	$103,441 02

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzell, Harriet Stoner, William H. Fogg, and Cary Funds are reserved for the uses prescribed by the terms of the several bequests.

REAL ESTATE AND BUILDING FUND.

DR.			CR.			
1894.				1894.		
Oct. 1.	To balance from old account	$189,247 14			By 18 Executive Committee drafts	$25,251 10
	" interest on bonds and mortgages received during year ending Sept. 30, 1895	7,779 91			" fire insurance premiums paid during year ending Sept. 30, 1895	1,806 95
	" interest on balances in trust companies during year ending Sept. 30, 1895	842 63			" bonds and mortgages paid off	37,000 00
	" principal of bonds and mortgages during year ending Sept. 30, 1895	37,000 00			" legal expenses, etc., *in re* U. S. Trust Co. *vs.* Mary Hopeton Drake	100 00
	" sundry insurance companies for loss by fire during year ending Sept. 30, 1895	3,090 03			" assessment for 167th Street outlet sewer at Hudson River	22 75
	" bond and mortgage of Roddy & Crockett during year ending Sept. 30, 1895	28,000 00			" Roddy & Crockett, for their bond and mortgage	28,000 00
					" house account for deficit for the year ending Sept. 30, 1895	1,041 33
				1895. Sept. 30.	" balance to new account	172,737 58
		$265,959 71				$265,959 71
1895. Oct. 1.	To balance from old account	$172,737 58				

Memo.—House Account owes for advances made.. $76,738 44

DR. WILLIAM H. FOGG FUND. CR.

1894.			1895.		
Oct. 1.	To balance from old account	$10,000 00	Sept. 30.	By balance to new account	$10,000 00
		$10,000 00			$10,000 00
1895.					
Oct. 1.	To balance from old account	$10,000 00			

DR. LIBRARY FUND. CR.

1894.			1895.		
Oct. 1.	To balance from old account	$4,397 53	Jan. 22.	By Library Committee draft	$ 226 55
	" interest on balance for year ending Sept. 30, 1895	173 10	Sept. 30.	" balance to new account	4,344 08
		$4,570 63			$4,570 63
1895.					
Oct. 1.	To balance from old account	$4,344 08			

DR. FRIZZELL FUND. CR.

1894.			1895.		
Oct. 1.	To balance from old account	$3,547 79	Sept. 30.	By balance to new account	$3,691 07
	" interest on balance for year ending Sept. 30, 1895	143 28			
		$3,691 07			$3,691 07
1895.					
Oct. 1.	To balance from old account	$3,691 07			

DR. HARRIET STONER FUND. CR.

1894.			1895.		
Oct. 1.	To balance from old account	$217 97	Sept. 30.	By balance to new acccount	$226 75
	" interest on balance for year ending Sept. 30, 1895	8 78			
		$226 75			$226 75
1895.					
Oct. 1.	To balance from old account	$226 75			

DR. CARY FUND. CR.

1894.			1895.		
Oct. 1.	To balance from old account	$149 75	Sept. 30.	By balance to new account	$155 77
	" interest on balance for year ending Sept. 30, 1895	6 02			
		$155 77			$155 77
1895.					
Oct. 1.	To balance from new account	$155 77			

RECAPITULATION.

Real Estate and Building Fund	$172,737 58	Cash in New York Life and Trust Co.	$9,909 15
William H. Fogg Fund	10,000 00	" " United States Trust Co.	2,239 58
Library Fund	4,344 08	" " Bank of Metropolis	1,721 35
Frizzell Fund	3,691 07	" " Institution for Savings of Merchants' Clerks	5,498 06
Harriet Stoner Fund	226 75	" " Seamen's Bank for Savings	2,919 61
Cary Fund	155 77	Bonds and mortgages	168,867 50
	$191,155 25		$191,155 25

STATE OF NEW YORK,
CITY AND COUNTY OF NEW YORK, } *ss.*

Edward M. Townsend, of said city, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

[SIGNED] E. M. TOWNSEND, *Treasurer.*

Sworn to before me, this
21st day of October, 1895.

WM. H. ROCKWOOD,
Notary Public for New York County.

Report of the Attending Physician.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The work done in the hospital during the past year is partially represented by the following table, many cases of minor ailments having been omitted:

DISEASES.	CASES.
Abscess	1
Anæmia	5
Bronchitis	1
Burns	4
Cellulitis	3
Colpitis	1
Concussion of spine	2
Conjunctivitis	8
Contusions	13
Dermatitis venerata	4
Diarrhœa	5
Eczema	26
Epilepsy	2
Erysipelas	1
Erythema	2
Heart disease	1
Hystero-epilepsy	1
Influenza	144
Keratitis	4
Laryngitis	1
Peliosis rheumatism	1
Pneumonia	2
Psoriasis	1
Remittent fever	4
Ringworm	41
Rotheln	1
Scarlatina	2
Sprains	9
Stomatitis	3
Synovitis	2
Tonsillitis	42
Tuberculosis (general)	1
Wounds	16
Total	354

Epidemic influenza and tonsillitis have furnished the large majority of the patients, but the pupils have, on the other hand, been unusually free from remittent fever, only four cases of which were treated.

The number of cases of ringworm reported, while large, is misleading, as most of them represent relapses. It is the custom at the Mansion House, to which the disease is almost wholly confined, to send the boys to the hospital on the first appearance of any sign of the trouble, and in this way many cases are reported a number of times.

This is due to the intractable nature of the malady, and the impossibility of deciding when the fungus is eradicated, a difficulty familiar to all physicians. At present there are only two cases of this affection under observation at the hospital, and these seem cured.

The alterations and improvements made in the hospital during the year have added greatly to the comfort and health of the patients, especially the construction of the new and the renovation of the old bath-room.

During the past few months the hospital has been almost empty, except for a few cases of eczema among the small boys.

Yours respectfully,

W. T. ALEXANDER, M.D.

Report of the Consulting Ophthalmologist and Otologist.

14 EAST TWENTY-NINTH STREET,
NEW YORK CITY, October 1, 1895,

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—In presenting the report of these departments to your notice for the fiscal year just terminated, I would call your attention to the general absence of communicable eye diseases. Upon the examination of each pupil after their return from the summer vacation, it was very gratifying to find but six cases of trachoma, the *bête noir* of the oculist at most institutions. Whether this desirable condition of healthfulness depends upon the stimulation to cleanliness and sound personal hygiene so thoroughly inculcated in all departments, or is the result of accidental factors unappreciated, is, perhaps, best answered by the adoption of the previous assumption, thus giving the Institution and its instructors the benefit of the doubt, which seems as the semblance, at least, of the object they have so earnestly striven to obtain. In this regard it is not necessary to repeat the substance of my last year's report. This year certainly is begun under better general conditions than any previous since my connection with the Institution. The same care and attention are given each child and adult at regular intervals of inspection, with the object of preventing the spread of any contagious disease. Such as require or can be benefited by mechanical aids to vision are so supplied, and to the end that the functions of these two special senses shall be preserved, improved, and educated to the utmost. The operations during the past year have been but few and, fortunately, none of a severe character that were accidental. It became necessary to remove or enucleate one eye owing to its diseased condition, which jeopardized its fellow. Several minor operations were also performed during the year, but of insufficient importance to require special notice here.

Very respectfully,
F. C. RILEY, M. D.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS' DINING ROOM, MAIN BUILDING—80 × 60 feet.

Report of the Dentist.

71 WEST 128TH STREET, NEW YORK CITY, November 1, 1895.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The following report of the dentistry for this Institution the past year is respectfully presented:

Number of hours' work, 310.
Number of fillings, 612.
Number of extractions, 27.

Perhaps the old saying that "A happy country makes few pages of history," may find some analogy in the fact that there is little to be said of the work the past year.

As was to be hoped in the beginning and confidently expected the second year, the filling of root canals has been almost entirely successful; only six, out of the nearly two hundred teeth so filled, having given trouble the past two years.

Few cases of interest have arisen. One young man had caries of the jaw. The diseased bone was cut out and the parts healed rapidly. This case occurred soon after the pupil was admitted to the Institution and was probably caused by an ulcerated tooth some time previous.

But one tooth has abscessed during the year.

Cases of toothache have been few and quickly controlled.

Except in three instances the extractions have been confined to bad roots in the mouths of new pupils, and the deciduous teeth of the little ones.

The dental condition of these last is so much improved, that usually the roots are absorbed and the crown falls off naturally, without the aid of the dentist.

I am, yours very faithfully,
CHARLOTTE E. BENTON, D.D.S.

11. Have any attempts been made to communicate instruction? If so, what?

12. Is there any ability to articulate or read on the lips? How much?

13. Is he cleanly?

14. Has he had any acute disease or received any bodily injury?

15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?

16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium, or tobacco?

18. Has he ever been vaccinated or had the small-pox?

19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.

22. What is the name of the father?

23. Where was he born?

24. What is the name of the mother (before marriage)?

25. Where was she born?

26. What is the name and post-office address of the correspondent

27. What is the occupation of the father?

28. Have either of the parents died?

29. Has a second connection been formed by marriage?

30. Were the parents related before marriage—*a.g.*, cousins?

31. What are the names and ages of their children?

32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

33. Has he any special mark or peculiarity of appearance?

34. Color, color of eyes, stature, color of hair?

35. How long has the applicant lived in the State of New York?

36. How long in the county above named?

37. How long have the parents, guardian, or nearest relative lived in the State of New York?

38. How long in the county above named?

39. By whom is this information given?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,
President.

THATCHER M. ADAMS,
Secretary.

Laws and Blank Forms

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution for the education of deaf-mutes.

§ 2. Any parent, guardian, or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals, or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes, as to which the Board of State Charities shall have made

and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition, and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor, properly authenticated by the principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This Act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10 (as amended by Chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging, and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time

and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been a resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, or guardians, or friends, in such manner and at such times as the Superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } *ss.:*
County of..... }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the.....day of, 18 , and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to Section...., Chapter 325, of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

.....

Dated.....18 .
This act shall take effect immediately.

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } *ss.:*
County of..... }

I have this day selected.....of the town of..... county of....., son [or daughter] of, who was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of....., 18 , to the.....day of, 18 (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of in conformity with the provisions of Section....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... } *of the town of*

Dated....., 18 .

APPLICATION.

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at One Hundred and Sixty-third Street and Eleventh Avenue, New York City:

The undersigned, desiring to procure the admission of..... as a State pupil, in the institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts:

State the real and full name of applicant.

Answer

State the residence of the applicant, as follows:

State,.....County,.....Town or city.....

NOTE.—(Name street and number.)

How long has the applicant lived in the State of New York?

Answer

How long in the county above named?

Answer

State full names of parents, guardians, or nearest relative of applicant.

Answer

State the residence of the above named parents, guardians, or nearest relative, as follows:

State.....County.....Town or city.....

State how long the above-named parents, guardians or nearest relative have lived in the State of New York.

Answer

How long in the county above named?

Answer

When was the applicant born?

Answer

State where.

Answer

Is the applicant of good moral character; free from disease; and does he possess intellectual faculties capable of instruction?

Answer

Has the applicant ever been a pupil in any institution for the.....

.....and if so, what one, and for how long?

Answer

Has the applicant, or the parents, relative or guardian, above named sufficient pecuniary ability to pay for any portion of the board, tuition, or clothing of said applicant at said institution?

Answer

.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK,
County of..... } *ss.:*

The undersigned, being duly sworn, says that..... is the parent, guardian, or relative of applicant above named, and that the above statement signed by.....is true to the best of.....knowledge and belief.

.....

Sworn to before me, this.....
day of.....18 .

.....

.....

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK, OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

To the Hon..... ...

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from and that clothing be furnished by.....

.....

Principal.

FORM OF BOND.

Know all men by these presents, that we.....of in the county of.....and State of, and of.....in the county of,and State of are held and firmly bound unto the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office, in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at this..... day of A. D.....

Whereas of.....in the county of and State of has been or is about to be admitted as a pupil in the institution aforesaid;

Now, therefore, the condition of the obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said..... as such pupil, the sum of three hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in the presence of..

.....[L. S.]

.....[L. S.]

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz.: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of dollars.

This Institution holds in perpetual and grateful remembrance the names of its

MUNIFICENT BENEFACTORS.

Ephraim Holbrook.	Seth Grosvenor.
William Dennistoun.	Simon V. Sickles.
Elizabeth Demilt.	Thos. C. Chardavoyne.
Madame Eliza Jumel.	James Anderson.
Sarah Stake.	Thos. Frizzell Thompson.
Sarah Demilt.	Thomas Riley.
John Noble.	James N. Cobb.
Thomas Egleston.	Elizabeth Gelston.
Samuel S. Howland.	Robert C. Goodhue.
Thomas Eddy.	Daniel Marley.
Benj. F. Wheelwright.	Eliza Mott.
Maria M. Hobby.	Samuel Willetts.
Benjamin Abrams.	James Kelly.
John Alstyne.	Leona L. Bolles.
Mary Rogers.	Benj. F. Butler, Sr.
Julia A. Delaplaine.	Charles W. Cooper.
Mrs. John F. Norbury.	Elizabeth Fogg.

George P. Clapp.

The New York Institution
for the
Instruction of the Deaf and Dumb

Seventy-Eighth Annual Report

1896

SEVENTY-EIGHTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1896.



NEW YORK:
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1897.

HARVARD COLLEGE LIBRARY
MAY 24 1899
CAMBRIDGE, MASS.

The Institution

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the seven eight years since its organization, 3,604.

Every known instrument and aid which is of value in their educ tion is used. Lip-reading and articulation is taught to all. Educatio of the ear where there is a remnant of hearing. A course of stud equivalent to that of common schools and academies. A mechanic trade given to each pupil. Classes in cooking for the pupil Thorough Instruction in all departments of Art a special feature this Institution. A completely equipped Gymnasium under th supervision of a Physical Director, has been provided.

The Institution is delightfully situated on a high bank overlookin the Hudson, at a point where West 163d Street would, if opened, in tersect the Twelfth Avenue. The entrance to the grounds, whic embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should b addressed to the Principal.

AF

ENOCH HENRY CURRIER, M. A.

SEVENTY-EIGHTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1896.



NEW YORK:
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1897.

HARVARD COLLEGE LIBRARY
MAY 24 1899
CAMBRIDGE, MASS.

The Institution

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817, OPENED

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

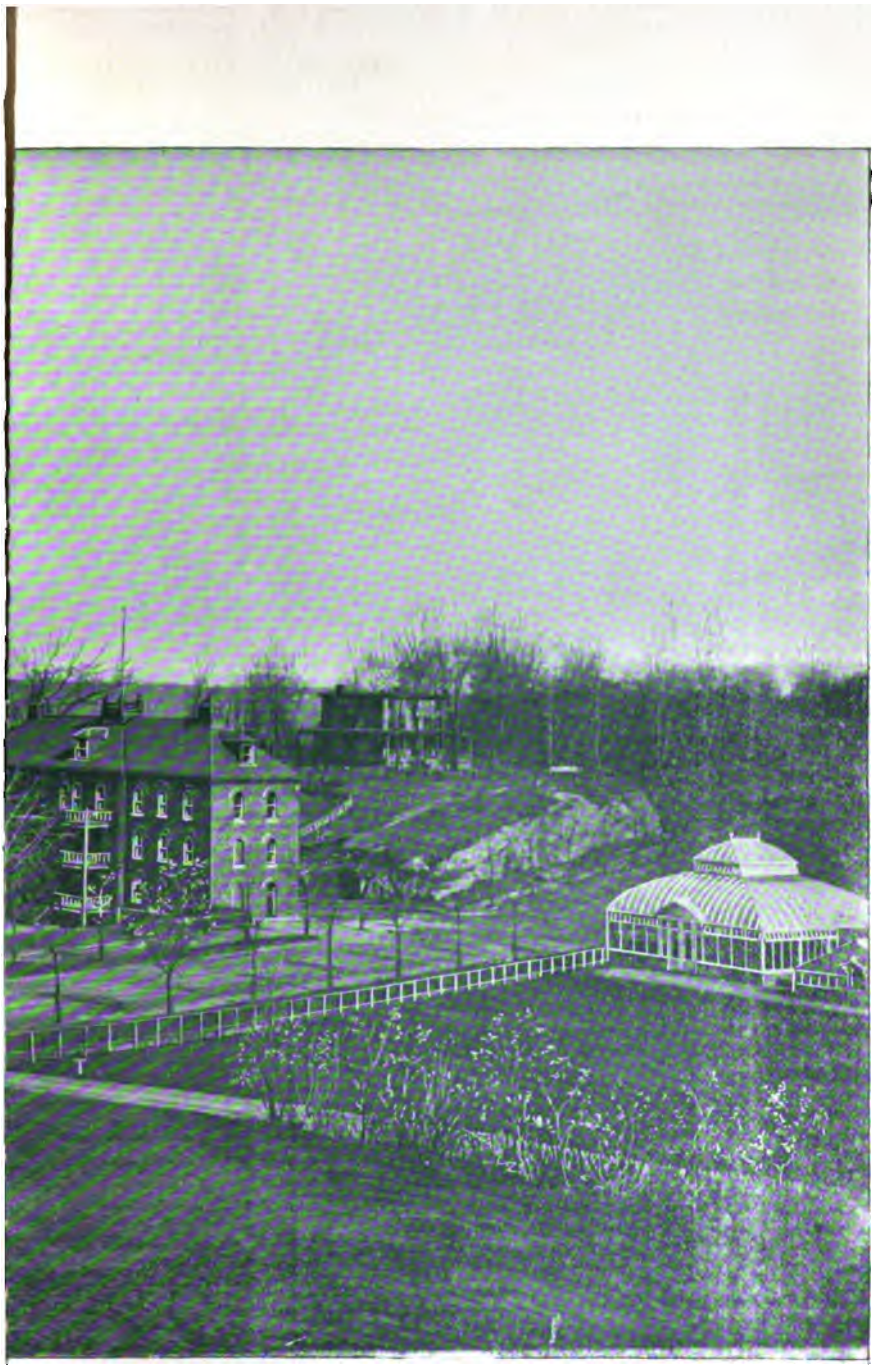
Total number of pupils who have received instruction during the seven eight years since its organization, 3,604.

Every known instrument and aid which is of value in their education is used. Lip-reading and articulation is taught to all. Educati of the ear where there is a remnant of hearing. A course of stu equivalent to that of common schools and academies. A mechanic trade given to each pupil. Classes in cooking for the pupi Thorough Instruction in all departments of Art a special feature this Institution. A completely equipped Gymnasium under t supervision of a Physical Director, has been provided.

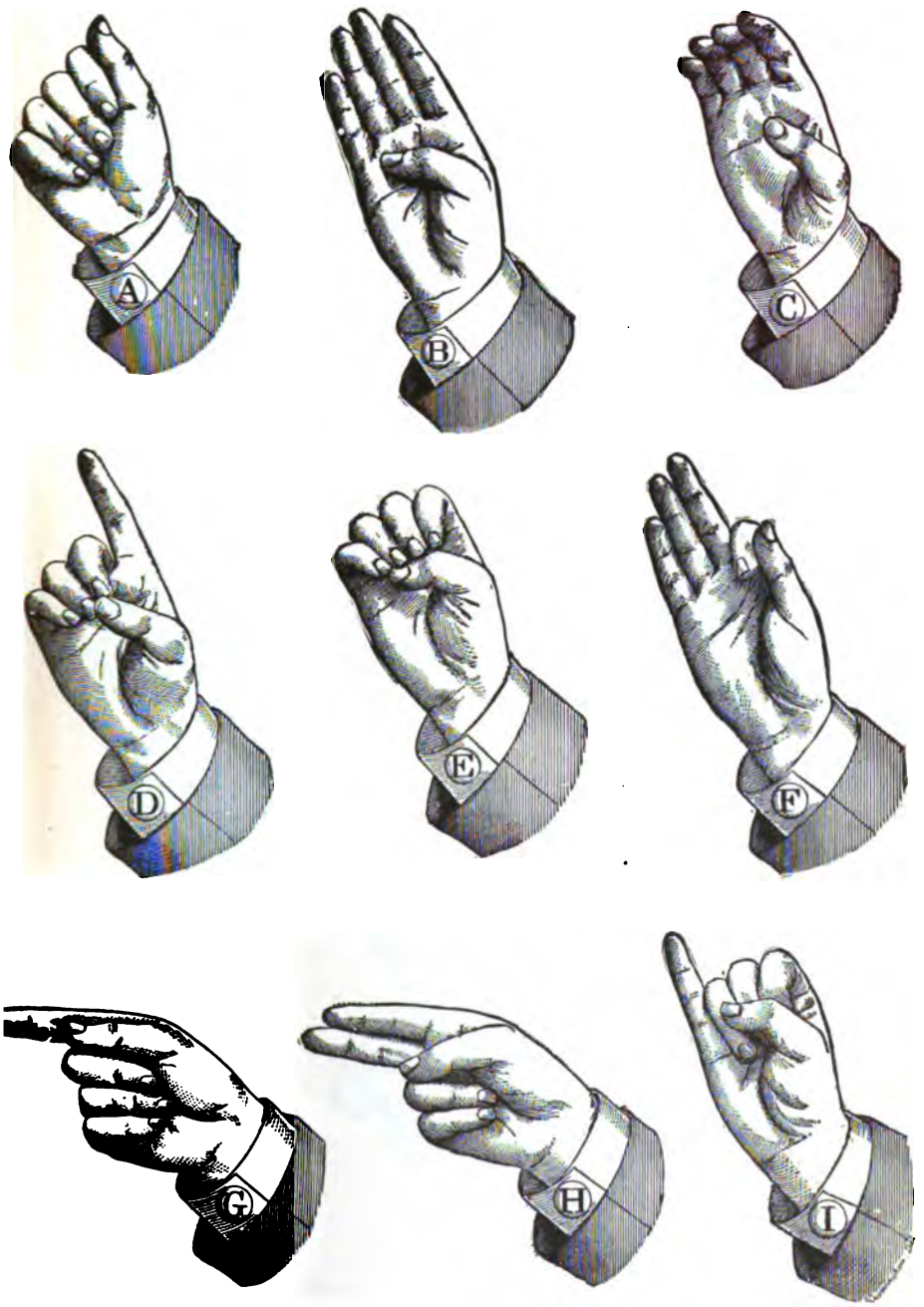
The Institution is delightfully situated on a high bank overlooki the Hudson, at a point where West 163d Street would, if opened, i tersect the Twelfth Avenue. The entrance to the grounds, whic embrace about twenty-three acres, is at West 163d Street and Eleven Avenue Boulevard.

All correspondence regarding the admission of pupils should addressed to the Principal.

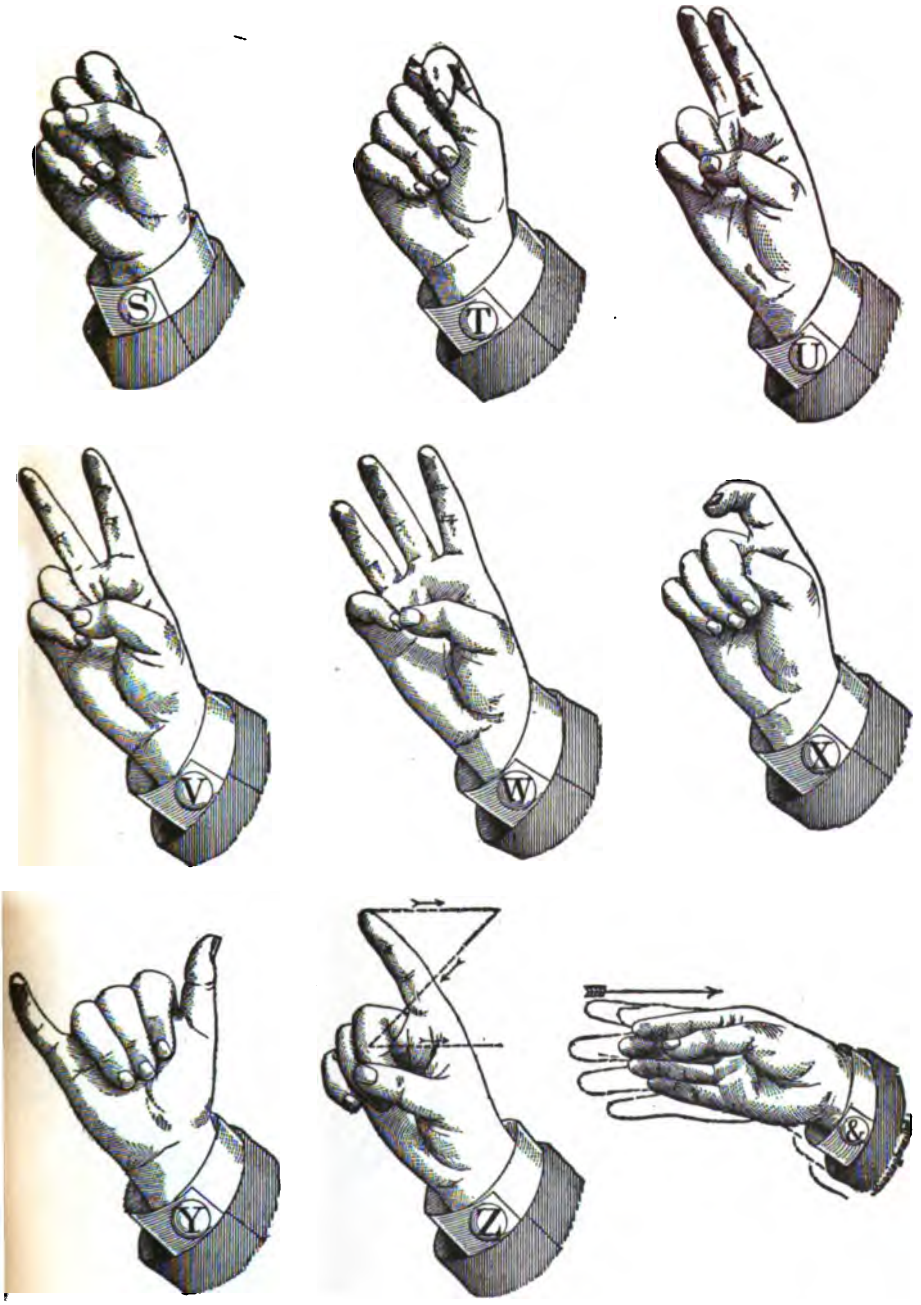
ENOCH HENRY CURRIER, M. A.



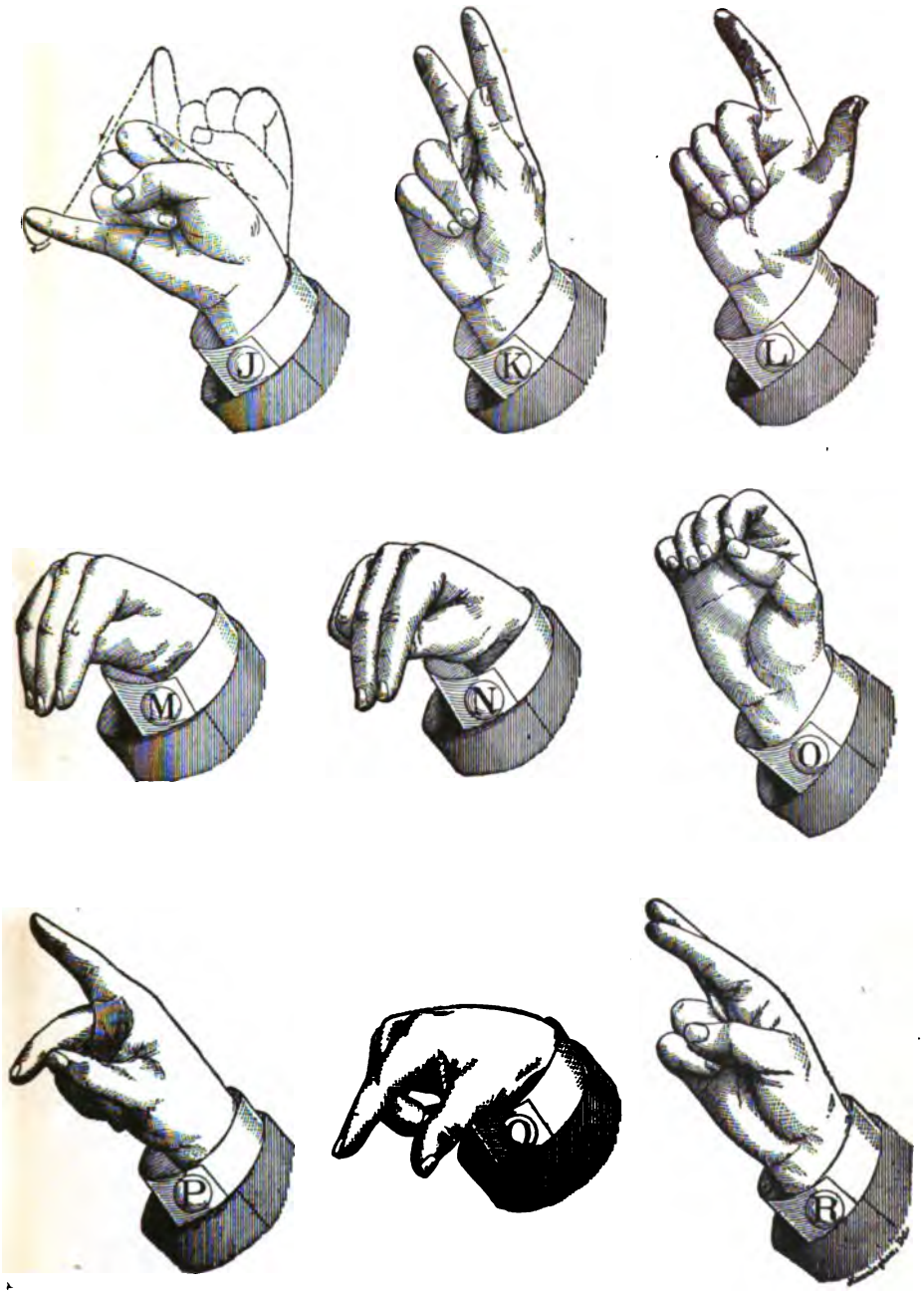
AF AND DUMB.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MAIN BUILDING FROM SOUTHWEST—100x65 feet, with two wings, each 120x46 feet.

OFFICERS AND DIRECTORS.

PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT.

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT.

MORRIS K. JESUP.

TREASURER.

EDWARD M. TOWNSEND.

SECRETARY.

THATCHER M. ADAMS.

First Class—Term expires May, 1897.

Rev. Thos. Gallaudet, D.D.	Francis V. Greene.
William Greenough.	Charles A. Leale, M.D.
John L. Tonnele.	W. M. V. Hoffman.
John T. Terry.	Frederick J. DePeyster.

Second Class—Term expires May, 1898.

Hewlett Scudder.	Rev. Chas. A. Stoddard, D.D.
Hon. E. L. Fancher, LL.D.	Everett Herrick, M.D.
Avery T. Brown.	James B. Ford.
Benjamin Perkins.	(*Vacancy*).

Third Class—Term expires May, 1899.

Morris K. Jesup.	James O. Sheldon.
Edward M. Townsend.	Walter H. Lewis.
Thatcher M. Adams.	Edwin Langdon.
George F. Betts.	Archibald D. Russell.

STANDING COMMITTEES.

Executive Committee.

JOHN T. TERRY, *Chairman.*

JAMES O. SHELDON. FRANCIS V. GREENE.
BENJAMIN PERKINS. HEWLETT SCUDDER.

Finance Committee.

W. M. V. HOFFMAN, *Chairman.*

JAMES B. FORD. EDWIN LANGDON.

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D., *Chairman.*

AVERY T. BROWN. EDWARD M. TOWNSEND.
CHARLES A. LEALE, M.D. EDWIN LANGDON.

Law Committee.

HON. ENOCH L. FANCHER, LL.D., *Chairman.*

THATCHER M. ADAMS. GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN, *Chairman.*

WALTER H. LEWIS. WILLIAM GREENOUGH.

Committee on Nominations.

MORRIS K. JESUP, *Chairman.*

REV. CHARLES A. STODDARD, D.D. AVERY T. BROWN.

Ladies' Committee.

MRS. ETHAN ALLEN.....*Chairman.*
MRS. HENRY M. DAY.....*Secretary.*
MISS JULIA COOPER.....*Treasurer.*

MRS. JOHN T. TERRY. MRS. CHARLES A. STODDARD.
MRS. HENRY A. OAKLEY. MRS. WILLIAM GREENOUGH.
MRS. EDWARD S. JANEWAY. MRS. HELENA T. BROWN.
MRS. EDWARD M. TOWNSEND. MISS HARRIET TABER.
MISS CAROLINE DELANO. MISS CAROLINE H. PATTERSON.
MRS. EDGAR S. AUCHINCLOSS. MISS V. B. GALLAUDET.



EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

EMERITUS-PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

THOMAS FRANCIS FOX, M.A., *Senior Assistant and Librarian.*

WILLIAM G. JONES, M.A.	W. BARLOW HILL, M.A.
ROBERT D. HOYT, B.A.	CHARLES W. VAN TASSELL.
IDA MONTGOMERY.	LUANN C. RICE.
EVA E. BUCKINGHAM.	ETHEL R. C. CAPARN.

KINDERGARTEN.

FAYETTA PECK, *Directress Male Department.*

MARGARET S. McGILL, *Directress Female Department.*

MARY L. BARRAGER.	HELEN B. ANDREWS.
AMELIA E. BERRY.	MARY E. UNKART.

LENA STRYKER.

SPECIAL TEACHERS OF ARTICULATION.

PRUDENCE E. BURCHARD.	HELEN B. ANDREWS.
GRACE H. STRYKER.	HARRIETT C. HALL.
BESSIE L. NIXON.	FLORENCE G. S. SMITH.
STELLA B. HANMER.	W. BARLOW HILL, M.A.

ANNA H. CLARK, B.A.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

GABRIELA MARIE LEPRINCE.

READER.

JANE TOMLINSON MEIGS.

DEPARTMENT OF LIP-READING, ARTICULATION, AND AURAL DEVELOPMENT.

W. BARLOW HILL, M.A.	GRACE H. STRYKER.
HELEN B. ANDREWS.	PRUDENCE E. BURCHARD.
BESSIE L. NIXON.	HARRIETT C. HALL.
MARY E. UNKART.	FAYETTA PECK.
EVA E. BUCKINGHAM.	JANE T. MEIGS.
LUANN C. RICE.	FLORENCE G. S. SMITH.
ROBERT D. HOYT, B.A.	STELLA B. HANMER.
ANNA H. CLARK, B.A.	ETHEL R. C. CAPARN.
MARGARET S. McGILL.	AMELIA E. BERRY.

LENA STRYKER.

PHYSICAL DIRECTOR.

TREVANION G. COOK.

PRINCIPAL'S SECRETARY.

HELEN M. BOSTWICK.

THE HOUSEHOLD.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIAN.

EVERETT HERRICK, M.D. CHARLES A. LEALE, M.D.

OPTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

DENTIST.

CHARLOTTE E. BENTON, D.D.S.

STEWARD.

CURTIS WILCOX.

ASSISTANT STEWARD.

HUGH CONLEY SEWARD.

CLERK.

WILLIAM H. VAN TASSELL.

ACCOUNTANT.

JOHN V. MILLER.

MATRON.

MRS. JULIA F. WILCOX.

ASSISTANTS.

MISS PRUDENCE LEWIS. MISS MYRA M. LONG.
MRS. MARY E. LOESER. MRS. ANN L. TURNER.
MISS MARY LEWIS.

NURSE.

MISS ANNIE GORRISON.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
ACADEMIC BUILDING 150x55 feet.

TUTORS.

W. H. VAN TASSELL.	JENNIE A. McGOLDRICK.
W. G. SHANKS.	KATE ROBERTSON.
E. S. BURDICK.	NELLIE CRULL.
FLORENCE A. DIVINE.	AGNES CRAIG.
ANNIE DOUGHERTY.	STELLA BAKER.
EDITH SOULE.	ELLEN F. ROSS.
C. W. VAN TASSELL, JR.	IDA KRAMER.

ENGINEER.

JOSEPH H. BANKS.

ASSISTANTS.

WILLIAM R. MARSH. BENJAMIN LIMBERT.
JOHN McMORROW.

NIGHT SUPERVISORS.

WILLIAM L. HANSON. ALBERT H. KING.
MAGGIE DONLAN.

TRADE SCHOOLS.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

MASTERS.

PRINTING.

EDWIN A. HODGSON, M.A.
ANTHONY CAPELLI, *Assistant.*

CARPENTRY AND CABINET-MAKING.

EDWARD CLEARWATER.

TAILORING.

JACOB KLAEN.

HORTICULTURE.

WILLIAM DICKSON.

GARDENING.

ALBERT METZGER.
JAMES McCUE, *Assistant.*

BAKING.

THOMAS BEATTY.

DRESSMAKING.

ELIZABETH JUDD.

SHIRTMAKING.

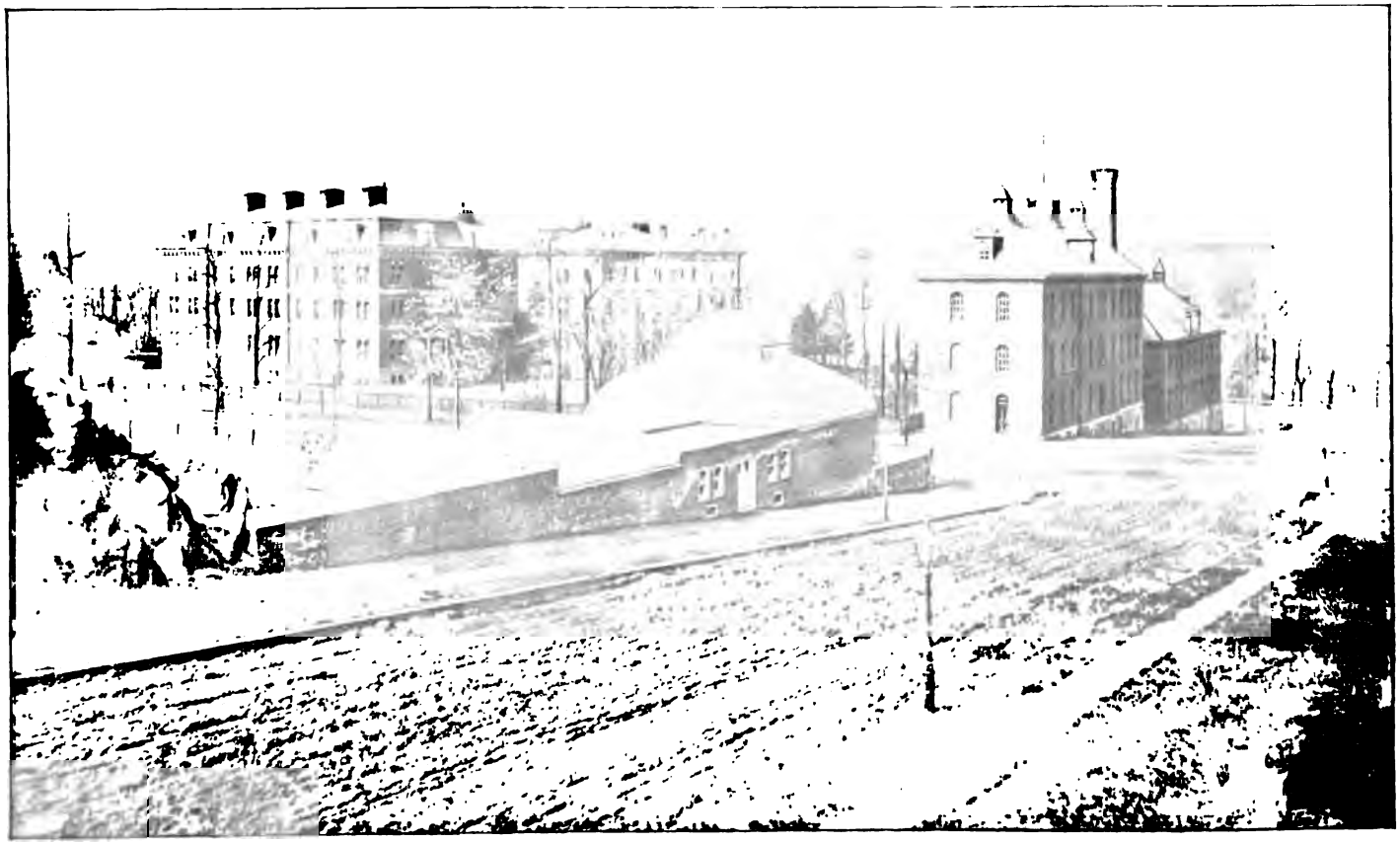
EMELIE G. VON KLEINHAUS.

PLAIN SEWING.

SOPHIE KLEINHAUS.

COOKING.

MRS. JULIA P. HOTCHKIN.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Academic Building | Main Building | Greenhouses | Trades Schools | Power House

SEVENTY-EIGHTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Seventy-Eighth Annual Report, for the year ending September 30th, 1896.

The Reports of the Principal, of the other officers of the Institution, and of the Annual Examination, together with the financial report of the Treasurer, are submitted herewith.

The health of the pupils during the year has been remarkably good, and attention is called to the remarks of the Principal to that subject, and his suggestions as to the going home of the children in the winter holidays, which the Board heartily endorses.

The beneficial effect of the rotation system in the classes is very marked, and the reasons therefor are clearly set forth by the Principal, and the same may be said of the Kindergarten classes.

With pride we call your attention to the grand results produced by the introduction of Military Drill, as fully set forth by the Principal. It has done marvels in improving the boys both mentally and physically, and the girls are now to receive the same benefits.

That part of the Principal's Report which tells of our blind pupil, Orris Benson, will repay a careful and full perusal. The boy is a wonder, and we can only regret that he cannot have a special teacher, which Helen Keller has. He has shown a brain development perhaps equal to Miss Keller's, and with equal chances would certainly rival her as a wonderful case.

The classes in gardening and floriculture have also made marked progress, and so have the cooking classes.

The establishment of a fire-extinguishing apparatus, and the use of water filters, are improvements worthy of your attention.

The receipts for board and tuition were $94,372.94, and the house expenditures $115,466.99.

The deficit of $21,094.05 is caused by the failure of the Comptroller of New York County to pay the tuition fees of pupils holding scholarships from said County, which amount to $21,683.10.

Since the last Report we have had one death in the Board. The Hon. Albert M. Patterson, once a Member of the Assembly, who faithfully served us for sixteen years, died on the 22d of September last, much regretted by us all.

At the risk of repetition, we must again urge on your honorable body the enactment of legislature on the following matters:

First:—The increase of State Scholarships for pupils to $300 per annum for each pupil.

Second:—A compulsory education law for deaf children, which shall also prevent parents from taking their children away before the end of the full term authorized by law.

Third:—An amendment to the existing laws which shall make a residence of one year in the State, instead of three, sufficient for the admission of pupils to State Scholarships.

Thanking your honorable body for your liberality in the past, and assuring you of our determination to constantly look onward and go forward in the march of our improvement, we respectfully submit this report.

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.

THE PRINCIPAL'S REPORT.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—I present herewith the Seventy-Eighth Annual Report of the Institution, for the year ending September 30, 1896.

The year under review, notwithstanding the prevalence of an epidemic of measles, which broke the unparalleled health record of the Institution, and the consequent serious interruption to the work of education, has still been marked by advancement in all the departments, and there is every cause for thankfulness that the labors of teachers, officers and pupils, have met with a recompense gratifying alike to philanthropist and educator.

The following table will indicate the attendance during the year and the number present at its close:

	Males.	Females.	Total.
Number of pupils connected with the Institution, Oct. 1, 1895	244	121	365
Admitted during the year	42	32	74
Whole number for the year	286	153	439
Discharged during the year	38	16	54
Connected with the Institution, Sept. 30, 1896	248	137	385

The whole number—439 pupils—that have been in attendance during the year, were supported as follows:

By the State of New York	245
By the Counties of New York	158
By the Counties of New York a part of the time, and the State the remainder thereof	31
By Parents and Guardians	4
By the Institution	1
Total	439

From the reports of the Attending Physician, the Dentist, and the Ophthalmologist and Otologist, the amount of care required in the cases presented to them will be noted.

For the period covered by this Report, the condition of health at the Institution, aside from the epidemic before mentioned, has, on the whole, been favorable, and while the number of deaths reported (eight) may appear large in comparison with the remarkable health record of the Institution for eight years past, when compared with a community of the same size, it will be readily observed that our proportion of deaths is far below that of the average village in any section of our country.

The initial cause of the deaths in every case was measles, the fatal disease in every instance following a violent attack of this malady. Shortly after t. return of the pupils to the Institution following the Christmas recess, a single case of measles was discovered at the Mansion House, where the little boys are domiciled. Despite the fact that the child was at once isolated at the Cottage Hospital, a building far removed from the residential group, and every possible means employed to stay the epidemic, other cases followed to the number of sixty-three. Five trained nurses were in constant attendance and our physician was aided by frequent visits of the members of the consulting staff. Following the measles came membraneous croup, and notwithstanding all efforts, two girls and six boys, children under ten years of age, were unable to cope successfully with the disease, owing to their weakened condition. A most careful inspection showed that the buildings were in most perfect sanitary condition, hence, the conclusion that this sad experience is the result of the dispersal of our large family to their homes to enjoy the Christmas holidays, and the question naturally arises, would it not be better if the parents and friends of the pupils, instead of taking their children to their homes in the winter season, could be induced to send to the Institution the gifts that the children would receive at home, and permit the officers at the Institution to entertain and amuse them during the holiday season, thus relieving all anxiety concerning the possible introduction of contagious diseases.

Reference to the special report presented by the Committee on Examination of the pupils, shows that the whole number of pupils receiving instruction during the academic year was four hundred and fifteen, two hundred and seventy-three males and one hundred and forty-two females. These were grouped in ten grades, comprising thirty-seven classes, and received instruction from twenty-seven teachers, including the Principal.

Our aim has been to develop more fully the system introduced three



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MALE KINDERGARTEN, MANSION AND PLAY HOUSE.

years ago. Careful observation has indicated deficiencies to be remedied and improvements to be added, while the main features, adapting the means to the case of the individual, rotation of classes, ten and twelve pupils to a class, and affording speech instruction to every child, are retained as fundamentals.

The rotation system, which was fully explained in my last report, has been continued, the experience of the past forbidding its discontinuance. It is impossible for a child to become wearied or fatigued with the class exercise when the period is so short. The eye is relieved from a prolonged strain, the body is refreshed by the gentle exercise that follows each period, and the mind is awakened by the variety and change which is thus made possible without any confusion or waste of time. The reduction in the number of pupils assigned to a teacher at one time has produced, as anticipated, most gratifying results, as will be seen by the reports of the examiners, a marked advance being noted in every grade passing under review.

In two important respects, the kindergarten work and the military training, there has been so marked an improvement as to call for special mention.

Kindergarten Classes.

In securing a practical and well-rounded education, the normal child requires the full use, not only of his senses, but also of all other natural faculties. Any system of instruction, therefore, that is inspired by true benevolence toward the child, will start by taking into account his natural endowments, provide for their fullest development, and also, as far as possible, correct any defects that may exist. This is especially necessary in the case of the deaf child, who enters school with all the imperfections that naturally follow an impeded mental growth resultant from the lack of hearing. To remove as speedily as possible the evil outcome of this impediment, is the object of the earliest teaching the child receives.

An important element contributing to the successful opening of the child's mind is the awakening of the imagination. This is the key which unlocks for us his inner nature and enables us to cultivate the best that is in him. Clearly this is one of the very first things required, and the most difficult to acquire, for such knowledge as the case demands can only be gained by well-informed, carefully trained observers; the study of the child during his free and unrestrained play, in social intercourse, and under many and varying conditions. The means whereby this can best be attained in the case of the child possessed of all its faculties, points out resources that may be employed in reaching the deaf child.

That there are certain lines on which the early training of the deaf child must necessarily follow courses distinct from those pursued with the hearing, we recognize; yet in some other respects both classes of children can pursue a parallel course, the only difference being that, with the deaf, the process is slower both in work and in the tangible results. The kindergarten system has become so well understood as a system of education for hearing children, that it is somewhat surprising that it is used in so few schools for the deaf. The employment of its methods in the early training of the deaf is looked upon with disfavor by many able instructors, who question the expediency of games and the like, and ask for proof of definite results obtained by the use of these methods. Great principles cannot be stated in a few minutes or understood in a few hours. The kindergarten, by utilizing play, puts it in the right place, and it is the one great reason why schools for the deaf should make it welcome.

But this is not all. The providing of gifts and games and occupations for children, whether deaf or hearing, unconsciously educates their senses, supplies the means for quickening and broadening the faculties of observation, awakens their curiosity, and stimulates both desire for employment and interest in construction. Through these amusements the eye is trained to observe correctly form, proportion and color; they also give delicacy and accuracy of touch, and develop originality, imagination and ingenuity. An appreciative sense of the beautiful is cultivated at the same time that the perception is sharpened and the judgment ripened. This is especially true in the case of the deaf children, who are so dependent upon the faculties of observation for all the advance they may make under instruction. A thorough course in a well regulated kindergarten is, therefore, the best preparation for the primary and grammar departments of a school, and should be the first step in the work of every carefully graded school.

Recognizing the value of the kindergarten as applied to the education of deaf children, upon assuming the position of Principal three years ago, my first official act was to engage a kindergarten teacher, and to reorganize the younger classes under this system. The work has gradually extended, until at the present time four special kindergarteners are employed, who receive assistance from six other teachers. The instruction embraces one hundred and thirty-eight children between the ages of four and ten, who are in school six hours a day. The periods are so arranged that the games in no way interfere with regular instruction in language, speech, numbers and penmanship. The salutary effect upon the children is evident even to the most casual observer. Play is not everything in the system as we em-



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG RAISING.

ploy it; the class is so arranged in sections that sixty minutes of each session is given to kindergarten work—occupation, gifts, and sense training—about twenty minutes to actual play, and the remainder to speech, language, numbers and penmanship.

Military Drill.

Within the year the discipline of the pupils has been patterned more closely on military lines. The order of the day has been extended to include a daily battalion drill and dress parade. For this purpose the boys are organized into a battalion of three companies, officered by members of their own body, according to class standing, good conduct, and military bearing. As these officers are allowed special privileges and wear the usual distinctive badges. The official rank is one of no little importance to the holders.

The oversight of the pupils at stated times devolves upon these officers, and thus maintenance of good order, to a very great extent, is made dependent upon the pupils themselves. The enforcement of the regulations is a duty, the performance of which does not expose the individual to the odium of his associates, and, being a matter of personal pride, is accordingly cheerfully attended to.

It is perfectly understood that the drills are not intended to prepare the pupils for military service, but there are many other excellencies resulting from them that form a very valuable part of a full education. Where pupils hold a discernible rank dependent upon proficiency in study and correctness of deportment, it conduces to thorough discipline, to a higher standard of honor, to complete mental and physical development, and to a generous rivalry for the insignia of office.

Education cannot implant or create that which is originally lacking, but it does bring to fruition the best that is in the individual. Few may inherit genius, but the moral sense is the common heritage of all. Therefore, while we who are charged with the instruction of youth are not responsible for the production of a certain number of intellectual geniuses each year, neverthless, we can be held to strict accountability that every one of our pupils shall be an exemplar of honor and sturdy manhood. The military drill prepares them for the first requirement; simple but well-cooked food, ample outdoor exercises, sufficient sleep and recreation, giving an elastic tone and youthful vigor to the whole system, supplies the second. The erect carriage of the boys, already noticeable, is certainly a tribute to the trifling exactions of system and regularity, and when it is considered that this beneficial result is a permanent gain to our pupils, it will not seem so strange that they should be trained to military precision and attention to details.

An important function of a selected file, known as the Color Guard,

is the raising, in the morning, and the lowering, in the evening, of the national colors. In accordance with the State law relating to the subject, in September, 1895, a flag-pole, 40 feet high, was erected on the lawn to the east end of the school building, and every morning at the beginning of the school session the national flag is raised with appropriate ceremonies by the Color Guard, selected from among the cadets.

Uniforms for the Female Pupils.

Such pleasing results having followed the adoption of a distinctive dress for the male pupils, it has been determined to afford to the female pupils the same opportunities. A very neat costume has been selected. It consists of a suit of dark blue serge, plain but serviceable and very becoming, with a cloth Tom O'Shanter with the Institution monogram on the center of the band.

The girls are also being drilled in marching, with the same object in view as controlled in the case of the boys—*i.e.*, to encourage an erect carriage and elastic step, and thus to overcome the too frequent tendency of the deaf to drag the feet or shuffle in their walk, and also to secure that prompt, ready obedience to commands, upon which the success of all efforts toward the elevation and advancement of the young so largely depends.

Physical Training.

In addition to the instruction in the military tactics, the pupils of both sexes are required to practice in the gymnasium, where, under the direction of our special teacher, a systematic course of physical training is given. The results of this work have been most interesting, the examinations indicating the very great benefits that are derived from this branch of their daily exercises.

From the foregoing it will be observed that nothing has been left undone to secure sound bodies and make preparation for as perfect a physical development as is possible to each individual.

System of Instruction.

The preservation of individuality is the key note of all efforts to develop the mind of the pupil. To do this a complete knowledge of the peculiar traits of character of each pupil is carefully considered, and every known means employed to lead the child out from the darkness of ignorance into the light of intelligence. So long as human nature varies, so long will it be necessary to provide a broad, flexible system of education. With a single confined system it is impossible to reach every mind, but by suiting the system to the necessities of the individual, it is only fair to expect the best results; hence in the class room the Manual, the Oral, and Aural methods are used.



NEW STATE INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The greatest difficulty the deaf children meet is the acquirement of a flexible, idiomatic use of the English language. While ofttimes a phrasing may be grammatically correct, it will, lacking idiomatic exactness, shock one not acquainted with the paramount difficulties presented in the instruction of the deaf, hence, opportunity for constant practice in the use of every-day English is made the chief aim of the teachers in this Institution.

The hearing child has an instructor in every person that he meets, the deaf child unfortunately finds the teachers limited to those who are specially employed in the class room; therefore, when the ordinary deaf child is compared with the hearing child, his progress appears slow, and years are required to enable him to use a vocabulary as large as is found to be possessed by the hearing child of ten years of age.

To afford this practice, the English language is presented to the pupil by means of the manual alphabet, speech and writing. Every pupil is taught speech, and upon the ability of the individual depends the results attained. There are some classes conducted by speech alone; there are others taught through the ear; but with the majority it is found that by means of manual spelling and writing combined with speech, a more satisfactory mental development is secured.

Apparatus.

Further valuable additions have been made to our school apparatus by the purchase of a set of relief maps, two reading charts for first year's work, two cases of toys for the special use of the kindergarten and articulation classes, and twenty-five fibre models of fruits and vegetables, for general class use.

Experience has shown the importance of presenting to the deaf child every subject of study in the most interesting manner, and consequently the more complete the cabinet of objects and apparatus provided, the more lasting are impressions made upon the minds of our pupils.

The Library.

The Library of the Institution, which includes a valuable collection of works relating to the profession of deaf-mute instruction, has been further increased, and at present contains 7,412 volumes and 13,361 pamphlets. Of the bound volumes 1,800 are set aside for the special use of the pupils, whose reading is carefully encouraged and directed by the instructors. The reading room is supplied with all the leading periodicals, and a selection of the weekly illustrated journals.

Orris Benson.

In this age of marvelous happenings and sensational claims, it may seem invidious to refer to one special specimen of our work that

calls for more than passing notice. We have no desire to make comparison with similar cases presented to the public through the press, but simply to direct your attention to an example which illustrates the importance of a thorough familiarity with, and use of all methods for reaching the intellect of the deaf, and which distinguishes the Eclectic System from a confined system.

On September 9th, 1889, there was admitted to the school a little fellow then nearly eight years old. At the age of three he had become totally blind and deaf from an attack of Cerebro-Spinal Meningitis, and from this until his admission as a pupil he had received no instruction whatever. He had wholly forgotten whatever he may have learned from his early observations. The resources of the school, however, were quite adequate to this peculiar case, the only regret being that he had not been sent to us earlier.

He was placed under instruction and the manual alphabet taught him, being spelled into the palm of his hand. By this means the names of simple objects were mastered. With this foundation, the teaching of language was begun. The process, at first, was slow and the results obtained were meagre, but, by degrees, the mind of the child was unlocked and more rapid progress was observed.

By degrees, regular lessons in Language, Arithmetic, The History of the United States, and Geography, were given. He was taught to use an ordinary Remington typewriter, upon which he was soon able to express himself neatly and with startling rapidity. Two years ago, instruction was commenced in speech and speech-reading—all through touch, the boy placing his hand upon his teacher's throat and face and feeling the vocal vibrations as the teacher spoke. He first mastered the elements and then words. At the present time he is superior to the average pupil in this branch and uses connected language very well. In arithmetic he has gone as far as division, is able to distinguish coin money, and to make change to the amount of three dollars. By means of dissected maps he is able to point out the different States, principal mountains, and the courses of rivers in our own country, and can distinguish the maps of the different continents. His command of language will be seen from a perusal of the following uncorrected letter :—

INSTITUTION FOR THE DEAF AND DUMB,
STATION M, NEW YORK, November 16, 1896.

"MY DEAREST MOTHER :—The barrel of apples came all right on Friday. It was too late to write a letter to you last Friday. A boy and I brought the apples from the store room. I put them in room 16. When school closed, a boy and I opened the barrel. I looked for them. I found they are very good and large. I was much surprised with them. I gave an apple to a boy and I ate two apples. I thank my father and you very much for the apples. I will give some apples to my



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

friends. I am very glad that Dandy grows fast. Will I go home in December? I send my love to you and Papa. Please write a letter to me quickly.

"Your loving son,

"ORRIS BENSON."

In all branches of study Benson excels pupils of his age who have been at school the same length of time, and gives promise of becoming a bright young man. This case, more than anything else, points out the value of our broad eclectic system. To the uninitiated who observe the rapid workings of his mind the case is marvelous; to the experienced teacher it is simply the natural result of using the proper means to the end in view, and the assignment of but a single pupil to the teacher.

THE TRADES SCHOOLS.

In addition to the provisions made for mental development, I desire to call your attention to what has been done for the training of the hand.

A portion of each day is devoted to imparting instruction and practice in various handicrafts. The object being that, upon graduation, every pupil may be able to support himself by putting into practice the theories and principles taught him at school.

The new edifice to replace the burned Trades School Building, on the lines of the former building, but with several important improvements, of three stories and basement, and 100 x 30 feet in dimension, was sufficiently advanced toward completion in April last as to admit of the installation therein of the schools for printing, cabinet making and carpentry.

PRINTING CLASSES.

The printing office occupies the entire second floor of the building, and has been fitted with stock closets and a roller closet, which are models of convenience. In addition to the tables for folding and type stands for live matter, a fifty-drawer cabinet for photogravures and electrotypes has been added.

In May last a four-roller two-revolution cylinder press was purchased. It will print a sheet 26 x 42 inches and is adapted to fine printing. The present Annual Report is a fair specimen of the work it is capable of doing.

The pupils in the printing office have done all the work on the *Deaf-Mutes' Journal*, a four-page weekly of twenty-eight columns, a small amount of job printing for outside parties, and all the printing for the Institution, such as letter heads, bill heads, circulars, and the manual for the drill specially compiled for the guidance of the cadets of the school.

The estimated value of the work done is $645.92.

Carpentry and Cabinet Classes.

The first floor is used by the classes in woodwork, and also a special class in cane seating.

The estimated value of the work done for the Institution by the thirty-six pupils assigned to these classes is $2,655.04.

Classes in Gardening.

Fifteen pupils have been given opportunity to become familiar with the work of raising vegetables under the instruction of a gardener, and have, with the exception of potatoes, furnished the Institution with all the vegetables required. The value of these garden products at the current wholesale market rates is $2,187.18.

Classes in Floriculture.

Eighteen boys, in two classes, have been assigned to this work, and have had daily instruction in the range of greenhouses.

These pupils, it is expected, will, upon graduation, be competent to take positions as florists and secure thereby ample remuneration for their labor.

This industry is as yet in the experimental stage, and there has been no attempt to affix monetary value upon the product.

The Tailoring Classes.

Owing to the lack of space, the class in tailoring has been very much reduced, but when it is possible to occupy rooms in the new building, the classes will be increased.

The amount of work done by the four pupils assigned to this work is shown in the appended table:

Number of duck aprons	12
Number of bed ticks	149
Number of pillows	80
Number of painter's duck suits	8
Number of duck pants	12
Number of garden suits	24
Number of baker's suits	6
Number of cloth suits	19
Number of suits cleaned, pressed and repaired	1,485

Class in Baking.

Four pupils have been assigned to receive instruction from the baker, and have had practical training in the making of yeast, the preparation of sponge, and the kneading and making into loaves and baking of bread, and the management of the oven, so that they will be fitted for employment in any bread bakery.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

CABINET AND CARPENTRY CLASS ROOM.

Classes in Sewing.

The number of pupils assigned to plain sewing is 53; shirtmaking, 19; and dressmaking, 10. The amount of work in these departments is indicated by the appended schedule, from which it will be readily seen that very little time has been wasted.

Dressmaking.

Sunday Dresses	78
School Dresses	218
Separate Waists	7

Shirt Department.

White Shirts	380
Night Shirts	54
Night Drawers	99
Shirt Waists	169
Gingham Aprons	462
White Aprons	281
Night Dresses	129
Sash Curtains	21

Plain Sewing.

Flannel Skirts	77
Balmorals	238
Drawers	96
Under Waists	19
Sheets	958
Pillow Cases	930
Towels	1,951
Table Cloths	73
Napkins	20
Brown Bags	21
Coffee Bags	27
Chemises	22
White Spreads	100

Cooking Classes.

Within the past year special attention has been given toward perfecting classes of both sexes in the culinary art. The advanced female class in this branch has shown marked progress. On occasions, without any previous notice, the members are supplied with materials for a course dinner, and are called upon to prepare and serve the same. Most excellent meals have been produced, which indicates the practical value of the instruction the pupils receive in this most necessary branch of training.

There have been under instruction during the year 27 boys and 25 girls.

Art Classes.

In addition to the regular instruction in drawing given to every pupil, twenty-two selected pupils, fifteen boys and seven girls, who had given evidence of marked talent in this direction, have been assigned to classes in modelling, designing, painting in oil and water colors, and sketching in pen and ink, to prepare them for taking up certain branches of art artisanship after graduation.

Recapitulation of Industries.

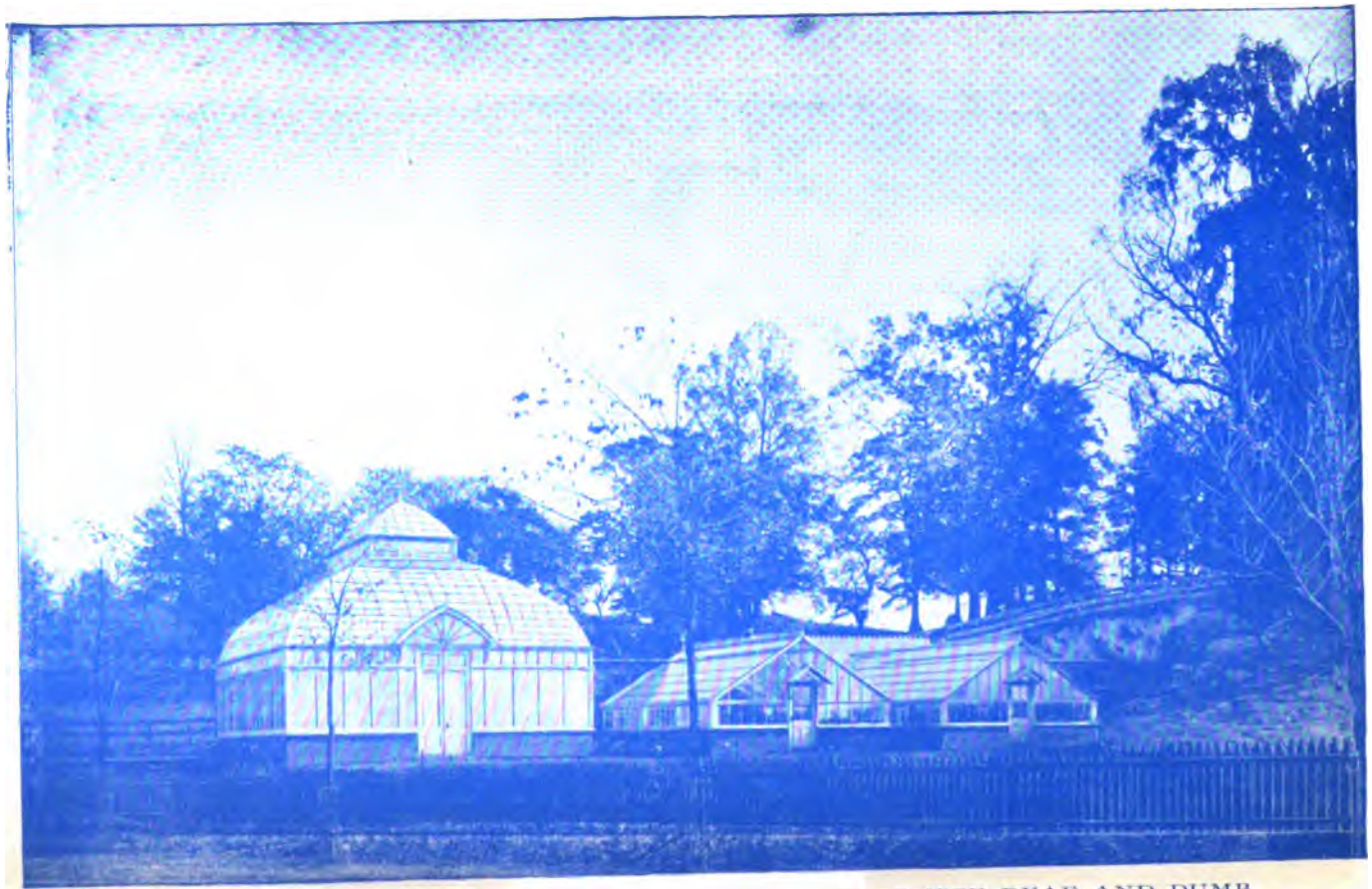
Industries.	Males.	Females.	Total.
Art	15	7	22
Bakery	4		4
Carpentry	36		36
Cooking	27	25	52
Dressmaking		10	10
Gardening	15		15
Horticulture	18		18
Housepainting	2		2
Ironing		62	62
Plain Sewing		53	53
Shirtmaking		19	19
Tailoring	4		4
Printing	42		42
Typewriting		2	2
Care of Grounds	16		16
Total	180	178	358

In addition to the foregoing, various household duties are in turn performed by the older girls, and the boys who are too young to undertake regular trades school work, are given employment in raking and sweeping the grounds, in order that all may be impressed with the necessity and value of labor.

The children in the Kindergarten Department are not required to perform any work outside of their class room duties.

Financial.

The house-account expenditures for the year were $115,466.99. The current receipts for the same period were $94,372.94, leaving a deficit for the year of $21,094.05. This amount has been advanced from the Real Estate and Building Fund of the Institution.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
THE RANGE OF GREENHOUSES.

This apparent deficit is caused by the failure of the Comptroller of New York County to pay the tuition fees for pupils from said county, which amount to $21,685.10.

As required by law, detailed quarterly statements of expenditures and receipts, accompanied by proper vouchers, have been regularly forwarded to the State Comptroller at Albany.

Fire Extinguishing Apparatus.

As a precaution against the repetition of the loss sustained in the destruction by fire of the Trades School Building a year ago, a Chemical Engine has been purchased and an increased number of fire extinguishers, fire pails, hose and ladders, have been supplied to the various buildings of the Institution. These are so distributed as to be readily accessible in case of necessity, and a fire company has been organized among the officers and older pupils for active service in an emergency.

Through the efforts of the Treasurer of the Institution, a second-class steam fire engine was loaned to the Institution by the Fire Department of the City of New York, and a house for the same has been built, so that there will always be on the premises an engine of sufficient power to control a conflagration, and which will be kept in such condition that it will be ready for service within five minutes. With these preparations, it is believed that a fire occurring can be either extinguished or held in check until the regular City Fire Department responds to an alarm.

Water Filters.

The condition of the Croton water supplied to the Institution having been noted as being very impure, in consequence of sedimentation at the terminal mains from which we received our supply, the Directors decided to install two large filters, and by passing the entire volume of water used at the Institution through them, remove any possible danger that might exist in water of a disagreeable appearance.

The filters are constructed of the best rustless charcoal iron, and hence, will last indefinitely, being affected by neither rust nor impurities of the water. The filtering substance used is the purest and best known to chemical science. The filters are so arranged as to cleanse themselves daily, requiring but a short time to prepare them to that end. The turning of a lever reverses the passage of the water, and washes out all impurities with water that has already been filtered; thus white, clean, palatable water for drinking and all other uses, is secured.

Repairs and Improvements.

During the summer recess a large amount of work in the line of necessary repairs was completed, and for your information I present, in as brief form as possible, a statement thereof.

Carpentry.

New stairs from the basement to the lower dormitory east end of girls' wing; stoops of the school building repaired; Mansion House, new roof and shingled; new seats for the boys' latrine; dressing-room for the gymnasium.

Mason Work.

The entire main group of buildings pointed up; stone coping on north and south side of chapel relaid; fire boxes of the boilers relined and ash pits made deeper; all defective ceilings repaired.

Plumbing.

Six modern hopper water closets, dormitories, main building. A new bath-room, water closet and latrine, put in at the Mansion House.

Machinery Repairs.

Fan engine repaired; setting up and repairing of automatic pump for feeding boilers; four frame plates and four bearing bars to support grate bars in the boiler furnaces.

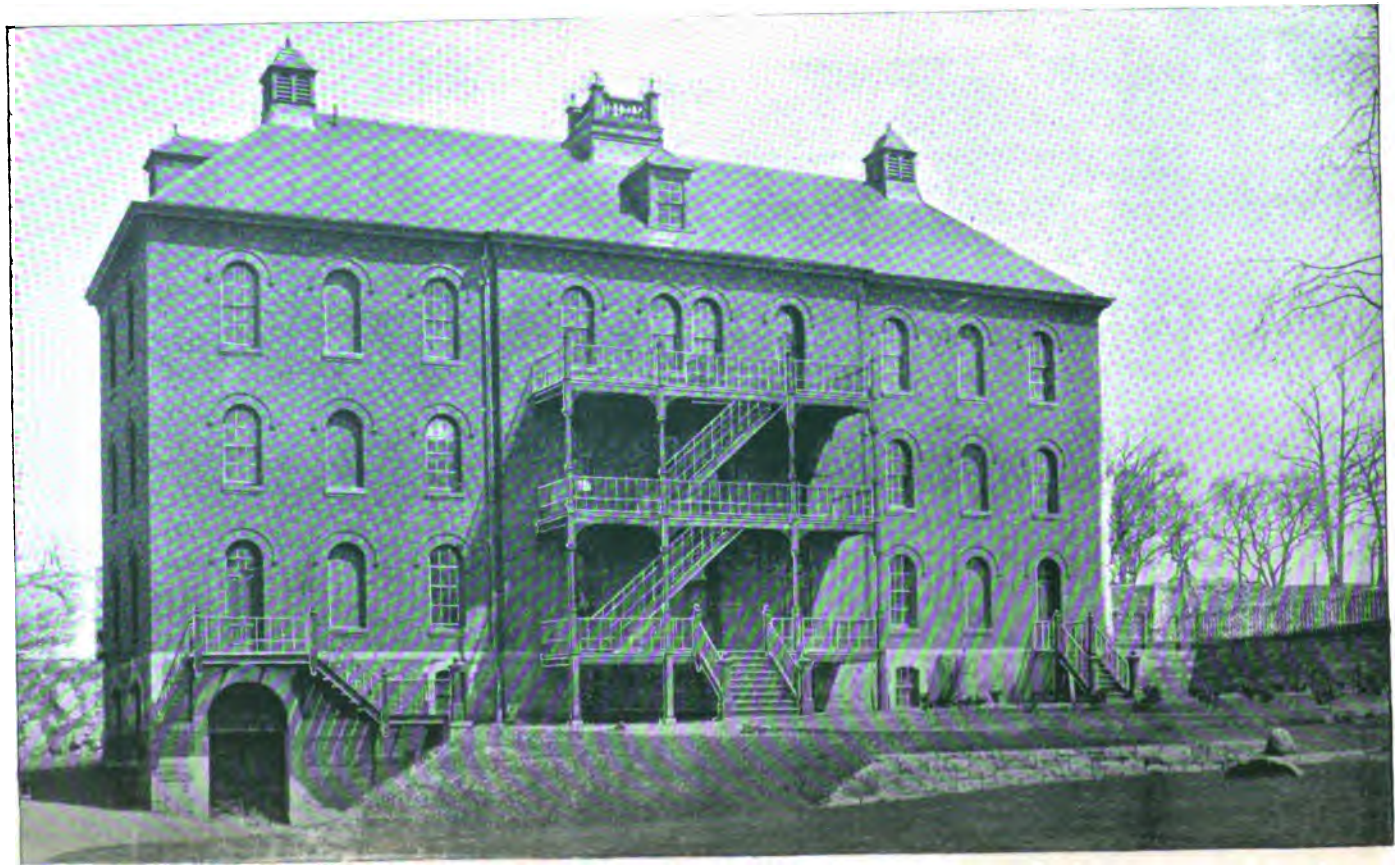
Painting.

The Cottage Hospital, stable and play-house, outside, painted two coats; Mansion House proper, inside rooms painted and kalsomined; halls leading from boys' room to school; halls leading from girls' room to school; all defaced walls touched up; slate frames painted; school office painted; book closets in boys' sitting room; dado in hospital; dado painted and grained in pupils' dining room; latrines painted and enameled; bread room ceiling and walls painted; ceiling of the basement hall scraped and kalsomined; bakery kalsomined and painted; floors of halls of main buildings stained; front stoop painted two coats; and many other smaller repairs.

Grading.

The west side of the tunnel has been neatly sloped and turfed; the ground where the old boiler house was located, new seeded; and the high bank in front of the Mansion House returfed.

A great deal of work has been required to keep the driveways in



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The New Tudor School Building. [illegible] feet.

good condition, owing to the frequent heavy rain storms which washed them badly.

The Institution now presents a very satisfactory appearance.

Lincoln, Washington, and Arbor Days.

Commemorative exercises suitable to the occasion were held in the Chapel of the Institution on the birthdays of Lincoln and Washington; on Memorial Day of the Nation, May 30th, and on the Memorial Day of the Institution, November 19th; and also on Arbor Day, when, in accordance with the programme prepared by the Superintendent of Public Instruction, a fine specimen of the white elm was planted, and named in honor of Dr. William Porter, a former superintendent of the Institution, the Porter tree.

Such occasions are employed to advantage in illustrating and inculcating patriotism in the hearts of our pupils, and carefully arranged programmes of attractive character are used to make a lasting impression upon their minds.

World's Fair Medal.

A most gratifying recognition of the Institution's exhibit at the Columbian World's Fair, at Chicago in 1893, has been the receipt of a bronze medal and a diploma, awarded "For evidence of excellent methods in teaching and good work done by the pupils."

At the Physical Directors' Conference, held at Springfield, Mass., forty-three Schools, Colleges and Y. M. C. A. Branches, were represented. The sessions occupied 10 days. The subjects discussed were as follows:

1. Organization of the Physical Department.
 Relation of Physical Director to the Same.
 Best Methods Used.
 Prescription Work.
 Competitions, Examinations, etc.
2. Bible Classes taught by Physical Director.
3. Personal Purity—six lectures by Dr. Gulick and Dr. Seerly.
4. Ethics of Sport.
5. Graded Work, Gymnastics.
6. The New Nomenclature.
7. The In-Door test, (Discussion and Practical Illustration).
8. Inter-Branch Leagues.
9. Basket Ball (Revision of rules), Benefits of games.
10. Bicycling, to Encourage same? Wise or not?

The Institution was represented by our Physical Director.

During the summer there were three gatherings of special insterest to those connected with the profession of the Instruction of the Deaf.

Between June 23d–27th, the National Association of the Deaf, composed of the adult deaf of the country, held its Fifth Convention in Philadelphia, and discussed subjects of importance to their welfare.

Opening July 1st and continuing to the 10th, the American Association to Promote the Teaching of Speech to the Deaf met in Convention at the Pennsylvania Institution for the Instruction of the Deaf and Dumb, at Mt. Airy, Philadelphia. This Institution was represented at the meeting by the Principal. Six members of the staff of instructors were also in attendance at different times throughout the session.

On August 30th, the Empire State Association of Deaf-Mutes, which includes in its membership the alumni of schools for the deaf in the State of New York, held its Eighteenth Convention at Rochester, N. Y. Our school was represented by a duly selected delegate.

Changes.

At the close of the academical year, Miss Mary H. Higgs and Miss Helen C. Vail retired from active connection with the Institution. Their places have been filled by the appointment of Miss Lena Stryker and Miss Anna H. Clarke. Miss Margaret S. McGill, who has made a specialty of kindergarten teaching to deaf children, has been appointed Directress of the Female Kindergarten classes at the Main Building.

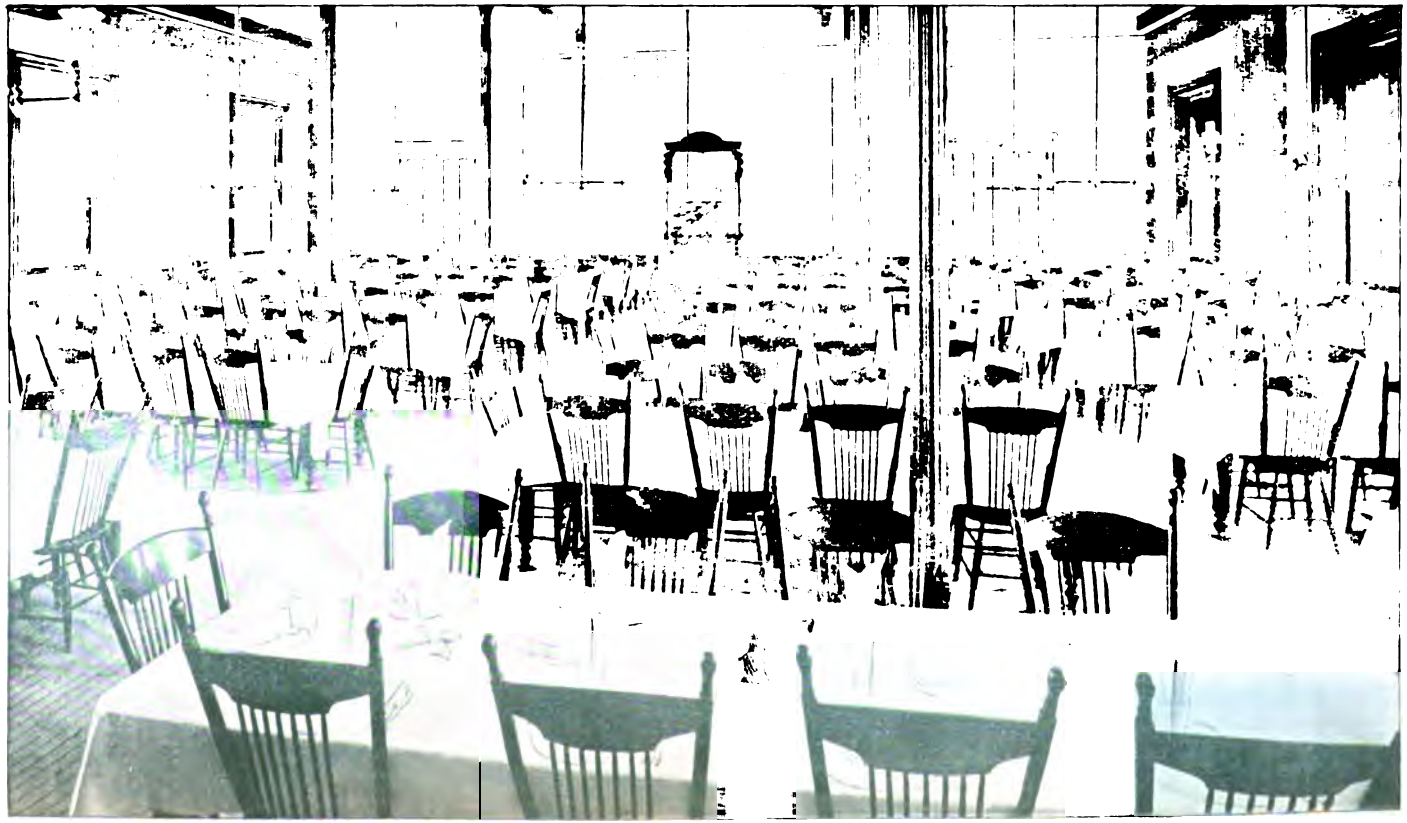
Beautifying the Grounds.

Attention has been directed toward beautifying and improving the extensive grounds of the Institution, which offer opportunities for the full play of the skill of the landscape gardener. Several waste places have been rescued and changed into rolling lawns or wide avenues. This has been the case with the land adjoining the Cottage Hospital, and the quadrangle facing the Trades School Building. The lawn fronting the main entrance, long neglected and beaten into foot paths, also presents a more pleasing appearance, and suggests possibilities for further improvements when the Boulevard Lafayette shall be completed.

Acknowledgments.

As in former years, thanks are due and are hereby tendered to the officials of the People's Line of Steamers, for special rates in returning pupils to their homes.

Acknowledgments are due to Mrs. Ethan Allen, for additions to the Library; to Dr. W. T. Alexander, for two Anatomical Charts; to Mr. John J. Bennett, for a very complete Reading Chart containing all



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

DINING ROOM (height, feet)

forms of Business Paper; and to the editors and publishers of the periodicals below scheduled, for their courtesy in sending to the Institution regularly the publications which have given so much pleasure and profit to the members of our household.

Annual.

Edwards' Book Notes, London, England.
King's Book Catalogue, London, England.
Potter's Book Catalogue, Liverpool, England.
Metheun & Co.'s Book Gazette, London, England.
Sotheran's Current Literature, London, England.
Bates & Lauriat's Book Catalogue, Boston, Massachusetts.
Reports of Schools for the Education of the Deaf.
Colin et Cie Nouvelles Publications, Paris, France.
Stephen's Book List, London, England. (Ten copies.)
Clark's Catalogue of Publications, Edinburgh, Scotland.
Pickering & Chatto's Book Catalogue, London, England.
Le Correspondant des Bibliophiles Francais, Paris, France.

Quarterly.

Putnam's Notes on Books, New York.
Schulz's Ouvrages d' Occasion, Paris, France.
Revue de Dispensaire du Louvre, Paris, France.
Revisto de Educacione, La Plata, Buenos Aires.
University Bulletin, Columbia College, New York.
Notes on Books, Longmans, Green & Co., New York.
Bulletin of the American Geographical Society, New York.

Monthly.

Our Record, Buffalo, New York.
The Art Student, New York City.
Home and Country, New York City.
Silent Echo, Winnipeg, Manitoba.
Review of Reviews, New York City.
The Acorn, Winthrop Centre, Maine.
Taubstummen Courier, Wien, Austria.
The New Method, Englewood, Illinois.
The Sportsman's Review, Chicago, Illinois.
The British Deaf-Mute, Leeds, England.
La Guida Del Sordomuto, Naples, Italy.
The Little Messenger, Belfast, Ireland.
The Pacific Northwest, Portland, Oregon.
The Silent Worker, Trenton, New Jersey.

Appleton's Literary Bulletin, New York City.
El Monitor de la Educacien Connen, Buenos Ayres.
La Gazette des Sourds-Muets, Paris, France.
The Pacific Banner, Winthrop Centre, Maine.
Dodd & Mead's New Publication, New York City.
Lippincott's Literary Bulletin, Philadelphia, Pennsylvania.
The Young Ladies' Christian League, New York City.
Missionary News of Archdeaconry, New York City.
The Philanthropic Index and Review, Kalamazoo, Michigan.
Literary Bulletin of Houghton, Mufflin & Co., Boston, Mass.

Occasional Publications.

Publications of the Volta Bureau, Washington, D. C.
Publications of the Bureau of Education, Washington, D. C.
Publications of the Smithsonian Institution, Washington, D. C.
Publications of the American Association for the Teaching of Speech to the Deaf.

Semi-Monthly.

Deseret Eagle, Salt Lake City, Utah.
The Kelly Messenger, Morganton, N. C.
The Silent Observer, Knoxville, Tennesses.
Sunday School Advocate, New York City.
Nebraska Mute Journal, Omaha, Nebraska.
The Washingtonian, Vancouver, Washington.
Canadian Mute, Belleville, Ontario, Canada.
The Washington Heights Gazette, New York City.
Maryland Bulletin, Frederick, Maryland. (Two copies.)
The Western Pennsylvanian, Edgewood Park, Pennsylvania.

Weekly.

Progress, New York City.
The Sign, Salem, Oregon.
Lone Star Weekly, Austin, Texas.
The Optic, Little Rock, Arkansas.
The Tablet, Romney, West Virginia.
The Ohio Chronicle, Columbus, Ohio.
The Companion, Faribault, Minnesota.
The Up-Town Visitor, New York City.
The Amateur Athlete, New York City.
The Weekly News, Berkeley, California.
The Deaf-Mute Record, Fulton, Missouri.
The New York Observer, New York City.
The New York Evangelist, New York City.

The Illustrated American, New York City.
The Wisconsin Times, Delavan, Wisconsin.
The Deaf-Mute Voice, Jackson, Mississippi.
The Kentucky Deaf-Mute, Danville, Kentucky.
The Deaf-Mute Register, Rome, New York. (Two copies.)
The Kansas Star, Olathe, Kansas.
The Goodson Gazette, Staunton, Virginia. (Two copies.)
The Messenger, Talladega, Alabama. (Three copies.)
The North Dakota Banner, Devil's Lake, North Dakota.
The Michigan Mirror, Flint, Michigan. (Three copies.)
Our Little People, Rochester, New York. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Four copies.)
The Deaf-Mutes' Index, Colorado Springs, Colorado. (Two copies.)

Semi-Weekly.

The Rome Sentinel, Rome, New York.
Newburgh Journal, Newburgh, New York.

In closing this brief resumé of the Institution's history for the year, I note the passing away of an old and sincere friend and Director of the Institution, the Hon. Albert M. Patterson, who became a member of the Institution in May, 1874, and was elected a Director in 1880, since which time he had served continuously on the Finance Committee. He was a frequent visitor at the school and was known personally to many of the pupils, who will miss his kind face and genial greetings.

I must not fail to call to your attention the harmonious efficiency of the members of the house staff who, during the year, have, without exception, labored earnestly and faithfully to carry out my plans for the advancement of the interests of the Institution; nor, to here record, gentlemen of the Board of Directors, my grateful appreciation of your very generous support and cordial co-operation.

Purity of purpose combined with zealous effort and readiness to profit by the teachings of experience, seldom fail of their reward, and, therefore, for the coming year, secure in the belief that abundant blessings will be vouchsafed upon our efforts to elevate and educate the deaf children entrusted to our care, we may confidently expect the continued favor of Divine Providence.

All of which is respectfully submitted.

ENOCH HENRY CURRIER,
Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, Nov. 16, 1896.

REPORT ON THE ANNUAL EXAMINATION OF THE PUPILS.

June, 1896.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—We herewith present our report as a Committee appointed by your honorable Board to conduct the Annual Examination of the pupils. The examination commenced on Wednesday, May 20th, and continued to and including Friday, May 29th, with a recess from Friday to Monday, May 23d–25th.

In the first three days the sub-committees, appointed by the Principal to assist the Committee, devoted their attention to the regular studies, the points of special care being:—

FIRST—The ability to understand the English language.

SECOND—The ability to use the English language.

THIRD—Knowledge of the subjects which had been studied during the year.

During the week included between May 25th–29th, a very rigid examination in speech and lip-reading was held in every class in the school. In these examinations, the teachers of each class conducted the examination in person, while the examiner looked on and noted the results. For the speech exercises, the teachers of the respective classes were allowed to select any language exercise with which the pupils were familiar, but it was required that it be something of which the examiner had no previous knowledge. The pupils were directed to read or repeat the language given, while the examiner tried to understand what was being said, through the ear only, and without any assistance whatsoever, excepting the pupils' voices. The elements also were given by the teachers in the presence of the examiner.

For lip-reading the pupils were provided with writing materials and seated. Ten different sentences were spoken twice by the teacher, without any indication of what was being said except by speech. No gesture, sign, or any indication whatever was allowed—touching of the

nose for nasal sound, or of the throat to indicate back tones or voice, was not permitted. Under these conditions, which were rigidly enforced, the pupils were directed to write as much of each sentence as they could obtain from the lips of their teachers, leaving blanks for such words as escaped their notice.

From the results of an examination thus carefully guarded, we can confidently expect, when the papers have been carefully studied and compared, to form an exact conclusion as to the progress being made by our pupils in speech and lip-reading. It will require some time to reach a decision, and we are, therefore, unable to announce the result at this time.

We are convinced, however, that a most commendable spirit prevails in the school, and that under the wise direction of our painstaking Principal, the school is making such progress as has never before been excelled.

The examination of the classes in Art was conducted by Mr. Montague Marks, to whom the Committee are indebted for his valuable assistance. His report, as well as that of the sub-committee on gymnasium classes, are included among the accompanying papers. Here, also, will be found the reports of the sub-committees on examination in language, studies, speech and lip-reading, and a special schedule outlining the general classification and attendance during the year.

SCHEDULE OF CLASSES, JUNE, 1896.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
			ACADEMIC.				
High Class.	Thomas F. Fox..... W. Barlow Hill..... Robert D. Hoyt.....	5	7	12	4	7	11
			GRAMMAR.				
Eighth Oral.	W. Barlow Hill..... Prudence E. Burchard.. Harriett C. Hall..... Eva E. Buckingham....	2	9	11	2	8	10
Eighth Male.	W. Barlow Hill..... Robert D. Hoyt..... Harriett C. Hall..... Eva E. Buckingham....	16	..	16	10	..	10
Seventh Oral.	Prudence E. Burchard.. Bessie L. Nixon..... Eva E. Buckingham.... W. Barlow Hill.....	8	5	13	6	4	10
Seventh Male.	William G. Jones..... Stella B. Hanmer..... Helen C. Vail..... Mary H. Higgs..	8	..	8	7	..	7
Seventh Mixed.	Stella B. Hanmer..... Robert D. Hoyt..... Prudence E. Burchard.. Eva E. Buckingham....	6	5	11	5	5	10
Sixth Mixed.	Helen C. Vail..... Prudence E. Burchard.. William G. Jones..... Robert D. Hoyt.....	7	5	12	7	5	12

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	GRAMMAR.—(Continued.)						
Sixth Male.	William G. Jones..... Mary H. Higgs..... Harriett C. Hall..... Helen C. Vail.....	10	..	10	10	..	10
Fifth Mixed.	Eva E. Buckingham.... Mary H. Higgs..... W. Barlow Hill..... Robert D. Hoyt.....	8	6	14	5	6	11
Fifth Oral.	Prudence E. Burchard.. Harriett C. Hall..... Eva E. Buckingham.... Robert D. Hoyt.....	5	6	11	5	6	11
Advanced Aural.	Bessie L. Nixon..... W. Barlow Hill..... Prudence E. Burchard.. Mary H. Higgs.....	5	1	6	5	..	5
	INTERMEDIATE.						
Fourth Mixed.	Ethel R. C. Caparn..... Stella B. Hanmer..... Helen C. Vail..... William G. Jones.....	9	6	15	7	5	12
Fourth Female.	Ida Montgomery..... Eva E. Buckingham.... Helen C. Vail..... Stella B. Hanmer.....	..	11	11	..	9	9
Special Blind.	Ida Montgomery..... Bessie L. Nixon.....	1	..	1	1	..	1
Junior Aural.	Bessie L. Nixon..... Prudence E. Burchard.. Robert D. Hoyt.....	8	2	10	7	2	9

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	INTERMEDIATE.—(Continued.)						
Third Mixed.	William G. Jones..... Stella B. Hanmer..... W. Barlow Hill..... Helen C. Vail.....	8	5	13	8	5	13
Third Male.	W. Barlow Hill..... Ethel R. C. Caparn..... Bessie L. Nixon..... Ida Montgomery.....	11	..	11	11	..	11
	PRIMARY.						
Second Oral.	Harriett C. Hall..... Prudence E. Burchard.. Eva E. Buckingham.... Ethel R. C. Caparn ...	6	7	13	6	7	13
Second Mixed A	William G. Jones. Ida Montgomery..... Ethel R. C. Caparn.... Stella B. Hanmer.....	5	6	11	4	5	9
Second Mixed B.	Ethel R. C. Caparn..... William G. Jones..... Helen C. Vail..... Stella B. Hanmer.....	6	8	14	6	8	14
Second Mixed C.	Helen C. Vail..... Ethel R. C. Caparn.... Harriett C. Hall..... Mary H. Higgs	8	4	12	8	4	12
First Oral.	Harriett C. Hall..... Prudence E. Burchard.. Mary H. Higgs..... Ethel R. C. Caparn....	7	4	11	7	4	11

Grades.	Teachers.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	PRIMARY.—(Continued.)						
First Mixed.	Ida Montgomery..... Bessie L. Nixon..... Mary H. Higgs..... Helen C. Vail.....	7	4	11	7	4	11
First Male.	Ethel R. C. Caparn.... Mary H. Higgs..... Stella B. Hanmer..... William G. Jones.....	13	..	13	10	..	10
First Special.	Jane T. Meigs.....	7	5	12	7	4	11
	KINDERGARTEN. (*In four sections—Main Building.*)						
	Myra L. Barrager..... Helen B. Andrews..... Mary E. Unkart..... Amelia E. Berry.....		36	36		32	32
	KINDERGARTEN. (*Mansion House.*)						
	Chas. W. Van Tassell.. Fayetta Peck..... Grace H. Stryker..... Florence G. S. Smith...	97		97	87		87

RECAPITULATION.

Under instruction during the year.		Present at the Examination.	
Males, . . .	273	Males, . . .	241
Females, . . .	142	Females, . . .	131
Total, ...	415	Total, ...	372

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

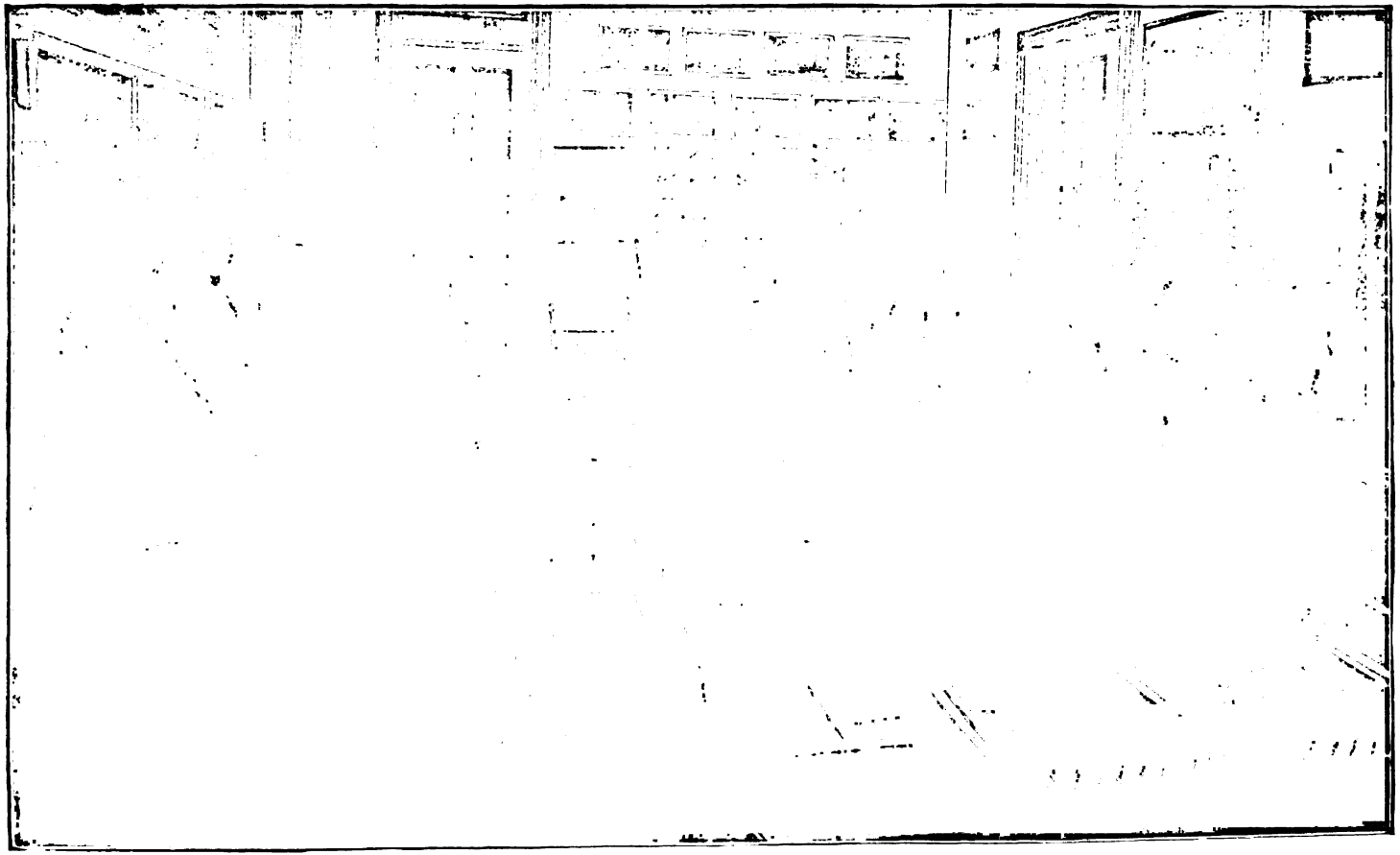
DEAR SIR:—We herewith present our report of the examination of Grade I., Division I., taught by Misses Rice and Stryker and Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH.			Hull's Chart.	Language.	Numbers.	Scripture.	General Average.	Rank.
	The Elements.	Reading.	Lip Reading.						
Duerr, Adolph.....	9.9			9.9	9.2	10.0	9.5	9.4	1
Amnuth, Jacob.....	10.0			9.0	9.5	10.0	9.9	9.3	2
Berg, Paul.....	9.8			9.7	8.9	9.8	9.0	9.2	3
Siegel, Chas.....	9.7			9.9	8.6	10.0	7.0	9.0	4
Hurson, Arthur.....	9.4			9.0	8.9	7.0	9.0	8.3	5
Plapinger, Herman...	9.8			8.0	8.0	10.0	7.0	8.2	6
Rosenberg, Mendel...	8.9			7.5	6.5	9.0	7.5	7.4	7
Annett, Robert.....	9.8			4.0	4.0	10.0	4.0	6.2	8
Heil, John.....	9.6			7.0	5.7	5.0	4.0	6.1	9
*Lovitch, Jacob.....	...			...	...	...	...	...	..

* Absent.

Respectfully submitted,

PRUDENCE BURCHARD,
M. L. BARRAGER,
H. C. HALL,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB
CLASS ROOM. MALE PUPILS' DEPARTMENT.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mansion House Division II., taught by Miss Rice, Miss Stryker and Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Hull's Chart.	Numbers.	Language.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.					
Tanzas, Anton	9.8		8.5	9.8	9.8	9.5	1
Knipe, Alexander	9.8		9.0	9.7	9.3	9.4	2
Girsch, Frank	8.3		9.5	9.7	9.1	9.1	3
Rainbird, Robert	8.0		9.0	9.9	9.0	8.9	4
Wink, Frederick	5.0		9.0	9.8	9.0	8.2	5
Toch, H	4.5		10.0	10.0	8.1	8.1	6
Reauty, Louis	8.5		9.0	5.0	9.5	8.0	7
Strachan, William	2.0		9.0	9.8	9.1	7.5	8

Respectfully submitted,

HARRIETT C. HALL,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Mansion House, Division III., taught by Misses Rice, Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Addition of Numbers.	Average.	Rank.
Fish, William	6.0	7.0	10.0	7.7	5
Gompers, George	6.9	7.5	9.0	7.8	4
Hynes, Joseph	5.3	4.0	6.0	5.1	7
Krams, Henry	...	4.0	3.0	2.3	8
Lavery, Martin	9.4	7.5	9.0	8.6	3
Schatzkin, Chaim	9.6	8.5	8.0	8.7	2
Steinhauser, George	9.0	6.5	5.0	6.8	6
Toburn, Thomas	9.9	6.5	10.0	8.8	1

Respectfully submitted,

HARRIETT C. HALL,
PRUDENCE BURCHARD,
AMELIA E. BERRY,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Mansion House Division IV., taught by Miss Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Average.	Rank.
Siegel, Alexander	9.9	7.5	8.7	1
Wiesberg, Max	9.5	6.0	7.8	2
Holtzheimer, Alfred	6.3	9.0	7.7	3
Fedrman, Isaac	1.0	9.0	5.0	4
Cullimore, John	2.0	7.0	4.5	5
Rabenstein, William	1.0	8.0	4.5	5
Kniffin, Herman	...	5.5	2.8	6
*Dempsey, Albert	...	...	...	.
McAllister, Samuel	9.5	...	...	.

*Absent.

Respectfully submitted,

HARRIETT C. HALL,
M. L. BARRAGER,
AMELIA E. BERRY,
Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mansion House, Division V., taught by Miss Peck, Miss Smith and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Language.	Average.	Rank.
Goldstein, Samuel	9.5	8.5	9.0	8.9	1
Lux, Frank	9.3	9.5	8.0	8.9	1
Downs, Albert	9.3	9.0	6.3	8.2	2
Littman, Maurice	7.0	6.3	6.3	6.5	3
Ohland, Edward	4.0	8.5	5.6	6.0	4
Van Alstyne, Robert	3.5	7.0	6.3	5.6	5
Lykes, Joseph	3.5	5.0	8.3	5.6	5

Respectfully submitted,

AMELIA E. BERRY,
M. E. UNKART,
PRUDENCE BURCHARD,
Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mansion House, Division VI., taught by Miss Peck and Miss Smith.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Average.	Rank.
Hoone, Charles	8.8	9.5	9.1	1
Travers, Thomas	7.7	8.5	7.1	2
Knipe, William	6.8	7.0	6.9	3
Dornblut, Bruno	5.2	8.5	6.8	4
Polino, Angelo	7.0	6.3	6.6	5
Aufort, William	6.5	6.0	6.2	6
Scherer, Harry	3.5	8.0	5.7	7
Griffith, Frederick	7.0	4.0	5.5	8
Schoenewaldt, Alfred	1.0	5.0	3.0	9

Respectfully submitted,

M. E. UNKART,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mansion House, Division VII., taught by Miss Peck and Miss Smith.

NAMES OF PUPILS.	SPEECH.		Kindergarten	Average.	Rank.
	The Elements. Reading. Lip Reading.				
Krumholz, Samuel	9·9		6.0	7·9	1
Carley, Frank	6.6		9.0	7.8	2
Chaimowitz, Abraham	7·4		8.0	7·7	3
Zwicker, Albert	5·5		9·2	7·3	4
Doughty, Clarence	8.3		6.0	7.1	5
Plapinger, Morris	2·5		7.0	4.7	6
Grossman, Harry	2.5		6.0	4.2	7
Freidman, Jacob	2·5		5.0	3·7	8

Respectfully submitted,

M. E. UNKART,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mansion House, Division VIII., taught by Miss Peck and Miss Smith.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Average.	Rank.
SECTION I.				
Fredenburg, Charles	...	8.0	8.0	1
Limmer, Robert	7.8	...	7.8	2
Bolitzer, Joseph	4.5	8.0	6.2	3
Tuthill, Charles	5.9	5.0	5.4	4
Cole, Walter	2.5	6.0	4.2	5
Walling, Ernest	...	3.0	3.0	6
*Foland, Oscar	...	...	...	.
*Wells, Hudson	...	...	...	.
Kreinik, Samuel	...	...	...	.
Ehnis, Peter	...	...	...	.
SECTION II.				
Blechner, Harry	7.5	...	7.5	.
O'Brien, John	1.5	...	1.5	.
†Byron, Richard	...	...	...	.
†Clerc, Emil	...	...	...	.
†Davis, Louis	...	...	...	.
†Finkelstein, Robert	...	...	...	.
†Bollwein, Leopold	...	...	...	.
†Dirkes, Albert E.	...	...	...	.

*Absent.

†Too young for written examination.

Respectfully submitted,

M. E. UNKART,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division I., taught by Miss Barrager, Miss Andrews, and Miss Unkart.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Hull's Chart.	Dictation.	Numbers.	Use of Language.	Penmanship.	Average.	Rank.
McKeon, Sarah	10.0	7.0	9.1	9.3	10.0	9.6	8.2	9.0	1
Cheren, Katie.	10.0	5.5	9.6	9.4	10.0	9.8	8.5	9.0	1
Meyer, Camille	9.0	...	9.6	9.1	9.8	9.4	6.5	8.9	2
Shelley, Ethel.	9.3	6.4	9.0	9.5	10.0	9.7	7.5	8.8	3
Muller, Annie.	9.6	5.5	9.5	9.5	10.0	9.7	8.0	8.8	3
Pearce, Delma.	10.0	6.0	9.3	9.2	9.0	9.4	7.2	8.6	4
Neder, Amelia.	9.0	5.5	9.1	9.2	9.1	9.3	5.0	8.0	5
Bennett, Ruth.	8.3	3.0	9.0	9.5	9.2	9.4	6.4	7.8	6

Respectfully submitted,

LUANN C. RICE,
GRACE H. STRYKER,
FAYETTA PECK,
Examiners.



Uniform of Girls.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division II., taught by Miss Barrager, Miss Andrews, Miss Berry and Miss Unkart.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Dictation.	Use of Language.	Numeration.	Penmanship.	Average.	Rank.
Fink, Bessie.....	9.7	9.0	9.6	9.7	9.8	8.5	9.3	1
Plant, Sorina... ...	8.3	7.5	9.4	9.7	9.7	8.5	8.8	2
Koplowitz, Sarah....	9.3	6.0	9.5	9.4	9.9	8.0	8.7	3
Thorman, Emily	9.3	7.5	9.4	9.2	9.3	6.5	8.5	4
Knueppel, Sophia ...	6.6	6.0	9.3	9.6	9.7	8.1	8.2	5
Honstrater, Adelaide.	6.3	6.5	9.3	9.2	9.4	8.0	8.1	6
Lewis, Clara.....	6.8	5.5	9.0	9.1	9.2	7.5	7.8	7
Finnell, Mabel.....	6.6	6.5	8.7	8.5	8.7	7.0	7.7	8

Respectfully submitted,

LUANN C. RICE,
FAYETTA PECK,
GRACE H. STRYKER,
Examiners.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division II., taught by Miss Barrager, Miss Andrews, Miss Berry and Miss Unkart.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Dictation.	Use of Language.	Numeration.	Penmanship.	Average.	Rank.
Fink, Bessie.....	9.7	9.0	9.6	9.7	9.8	8.5	9.3	1
Plant, Sorina... ...	8.3	7.5	9.4	9.7	9.7	8.5	8.8	2
Koplowitz, Sarah....	9.3	6.0	9.5	9.4	9.9	8.0	8.7	3
Thorman, Emily	9.3	7.5	9.4	9.2	9.3	6.5	8.5	4
Knueppel, Sophia ...	6.6	6.0	9.3	9.6	9.7	8.1	8.2	5
Honstrater, Adelaide.	6.3	6.5	9.3	9.2	9.4	8.0	8.1	6
Lewis, Clara.....	6.8	5.5	9.0	9.1	9.2	7.5	7.8	7
Finnell, Mabel.....	6.6	6.5	8.7	8.5	8.7	7.0	7.7	8

Respectfully submitted,

LUANN C. RICE,
FAYETTA PECK,
GRACE H. STRYKER,
Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division III., taught by Miss Barrager.

NAMES OF PUPILS.	SPEECH.		Language.	Objects.	Numbers.	Penmanship.	Kindergarten.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.							
Luria, Ida.....	9.3		9.7	10.0	9.5	9.0	6.0	8.9	1
Acker, May.....	9.2		9.4	8.9	9.5	8.4	6.5	8.6	2
Christgau, Katie....	10.0		9.3	10.0	9.4	6.4	4.0	8.2	3
Lee, Louise.....	8.3		9.0	9.4	9.6	7.3	4.5	8.0	4
Gordon, Margaret...	8.0		8.7	9.1	9.3	7.5	5.0	7.8	5
Ireland, Grace.....	7.6		8.9	9.0	9.4	6.3	5.0	7.7	6
Wilson, Ella.....	6.6		9.0	9.1	9.3	8.1	4.0	7.6	7
Pedlowe, Edith.....	7.0		8.4	9.2	9.3	7.2	3.5	7.4	8

Respectfully submitted,

FAYETTA PECK,

GRACE H. STRYKER,

CHAS. W. VAN TASSELL,

Examiners.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division IV., taught by Miss Barrager, Miss Andrews, Miss Berry, and Miss Unkart.

NAMES OF PUPILS.	SPEECH.	
Weshler, Tennie	9·5	Wrote names, age, where they live; also names of the animals and objects in the room.
Walker, Lillian M.	7·5	
Cole, Alice	7·5	
Palmiere, Caroline	8·5	
Forrest, Mabel	8.0	Wrote name.
Zieskin, Ida	8·5	One week in school. Wrote the names of a few animals.
Bloom, Ida	2·5	One week in school. Copied a few letters, and spelled cat, dog, rat and cow.
Wootten, Ida	7.0	

Respectfully submitted,

LUANN C. RICE,

GRACE H. STRYKER,

Examiners.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—I herewith present my report of the First Special Grade, taught by Miss Jane T. Meigs:—

Guiseppe Cappuano hears; wrote his name and the names of a few animals, obeyed simple commands, and performed two or three simple actions.

Abraham Cohen hears; obeyed spoken commands and performed simple actions, but cannot write, though he has been in school several years.

Morris Frankel wrote his name, and the names of a few animals and objects.

Robert Kirke hears; wrote the names of a few animals and performed simple actions.

Morris Tofsky has been in school but a short time. Knew the names of a few animals, and counted to ten.

Hannah Conley wrote her name, and knew the names of a few objects and animals, and wrote the word key.

Annie Hanchar wrote her name, and knew the names of a few objects.

Yours respectfully,

HARRIETT C. HALL.



Uniform of Boys.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division Male, taught by Misses Caparn, Hanmer, Higgs, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Arithmetic.	Average.	Rank.
Zundt, Edward	8.0	8.3	8.5	8.3	1
Roth, Joseph	3.8	8.7	8.0	6.8	2
Goldwater, Benjamin	3.0	7.5	8.5	6.3	3
Cole, Charles	6.0	6.9	6.0	6.3	4
Peterson, Herman	4.6	8.3	6.0	6.3	4
Muhlbach, August	4.5	7.5	5.0	5.7	5
Mendelsohn, Henry	...	6.4	9.5	5.3	6
Sheinholtz, Herman	...	5.8	4.5	3.4	7
McFarlane, Robert	3.0	5.0	1.5	3.1	8
McGovern, Edward	...	1.5	3.0	1.5	9
*Freileweh, St. Clair	...	...	...	...	.

*Absent.

Respectfully submitted,

HARRIETT C. HALL,
PRUDENCE BURCHARD,
AMELIA E. BERRY,
Examiners.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Mixed, taught by Misses Nixon, Montgomery, Higgs and Vail.

NAMES OF PUPILS.	SPEECH.		Language.	Hull's Chart.	Arithmetic.	Average.	Rank.
	The Elements.	Reading. Lip Reading.					
Smith, Everard H.	4.6		8.9	6.9	8.2	7.2	1
Barry, Alfred G.	6.4		7.9	4.1	7.3	6.4	2
Plapinger, Henry	6.5		8.3	3.0	6.4	6.1	3
Seelig, James J.	7.9		8.5	1.1	6.2	5.9	4
Dingman, Stafford	4.1		7.3	3.7	7.3	5.6	5
Dorst, Henry	6.1		7.6	3.1	5.6	5.6	5
Bucher, Ida	5.7		6.6	4.3	3.7	5.1	6
Lipnitzky, Fannie	5.5		7.0	...	4.4	4.2	7
Zablow, Sarah	5.6		6.5	...	4.3	4.1	8
Miller, Elsie A.	3.9		3.7	0.3	5.5	3.4	9
Droppe, Henry	3.6		8.1	0.4	0.9	3.3	10

Respectfully submitted,

S. B. HANMER,
WM. G. JONES,
H. B. ANDREWS,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION, May 27, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division Oral, taught by Miss Caparn, Miss Burchard, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Hull's Chart.	Average.	Rank.
Simon, Harry	10.0	9.0	9.9	10.0	9.7	1
Fluhr, Frank	9.9	8.0	10.0	8.8	9.2	2
Koplowitz, Israel	10.0	9.0	8.9	8.7	9.2	2
Friedman, Samuel	8.5	9.0	8.5	8.8	8.7	3
Solomon, Israel	8.0	8.9	7.3	7.9	8.0	4
Loew, Osmond	9.0	6.5	8.1	7.4	7.8	5
Pightling, Charles	9.0	4.4	7.8	6.4	6.9	6
Hopfer, Dora	7.5	2.8	7.0	4.8	5.5	7
Howe, Ethel	8.0	5.0	5.0	3.5	5.4	8
Jacobs, Lillie	5.0	6.0	2.0	2.5	3.9	9
Rubien, Sarah	5.0	2.0	2.4	2.3	2.3	10

Respectfully submitted,

GRACE H. STRYKER,

W. B. HILL,

S. B. HANMER,

Examiners.

INSTITUTION, May 29, 1896.

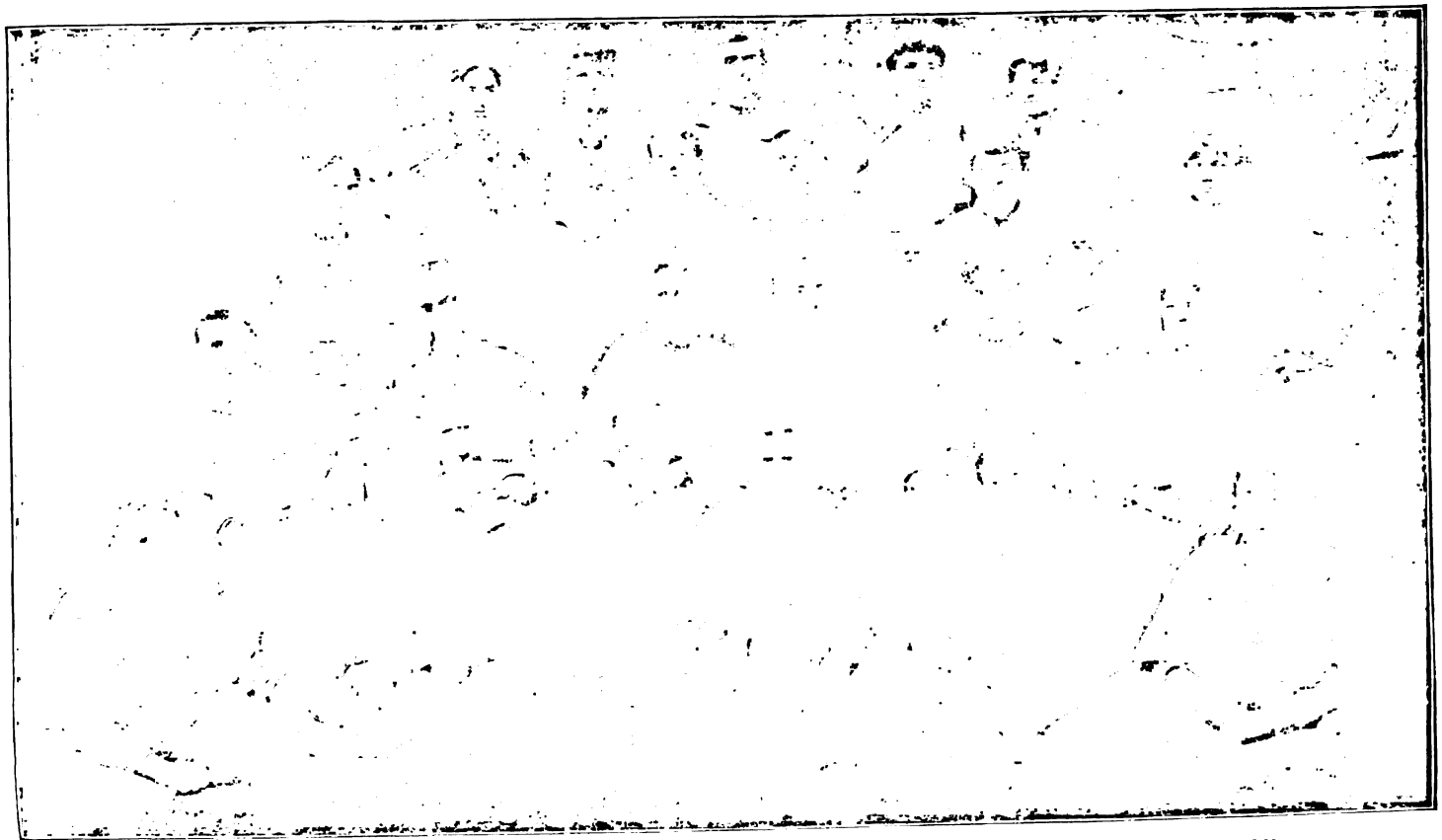
ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Mixed Division C, taught by Misses Hall Caparn, Vail and Higgs.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Hull's Chart.	Arithmetic.	Average.	Rank.
Nickerson, Thomas	9.3	7.5	8.5	10.0	8.8	1
Baschen, Ascher	6.9	6.3	7.0	9.5	7.5	2
Isaacs, Benjamin	7.9	5.1	4.0	7.5	6.1	3
Nuszek, Joseph	4.2	5.3	5.5	8.0	5.9	4
Woolf, Addie	5.4	6.5	7.0	4.2	5.8	5
Stipek, Emil	5.8	3.5	4.0	8.0	5.3	6
Winbon, John J	4.2	3.0	5.0	7.0	4.8	7
Benson, Irving	6.5	3.3	1.5	7.0	4.6	8
Curci, Francesca	4.3	3.1	3.5	6.8	4.4	9
Lamprecht, Wm	5.5	1.3	5.5	5.0	4.3	10
Ogle, Kate	3.6	5.7	6.5	1.5	4.3	10
Greenberg, Olte	4.2	...	...	1.0	1.3	11

Respectfully submitted,

M. L. BARRAGER,
WM. G. JONES,
PRUDENCE BURCHARD.
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Mixed Division B, taught by Miss Caparn, Miss Hanmer, Miss Vail, and Mr. Jones.

NAMES OF PUPILS	SPEECH. The Elements. Reading. Lip Reading.	Language.	Arithmetic.	Average.	Rank.
Stamm, J	7·3	8.5	9·7	8.5	1
Schwartz, J	6.5	7·7	9.8	8.0	2
Hartnett, D	5.1	8.8	8.0	7·3	3
Fink, Wm	4·5	8.3	8.5	7.1	4
Baker, C	6.0	9.0	6.0	7.0	5
Branfuhr, M	6.3	7.0	6.5	6.6	6
Daly, T	1.8	7.2	8.5	5.8	7
Bull, A	4.1	5.8	7.2	5·7	8
Cohen, E	2.7	6.2	6.5	5.1	9
Chaimowitz, A	5.6	3.2	6 5	5.1	9
Chaimowitz, H	5·5	3.8	4·5	4.6	10
Elkan, B	4.8	3.0	5.0	4·3	11
Hutter, B	5.8	4.0	2.8	4.2	12
Howard, B	2.0	5.0	4.0	3·7	13

Respectfully submitted,

EVA E. BUCKINGHAM,
HELEN B. ANDREWS,
W. B. HILL.

Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

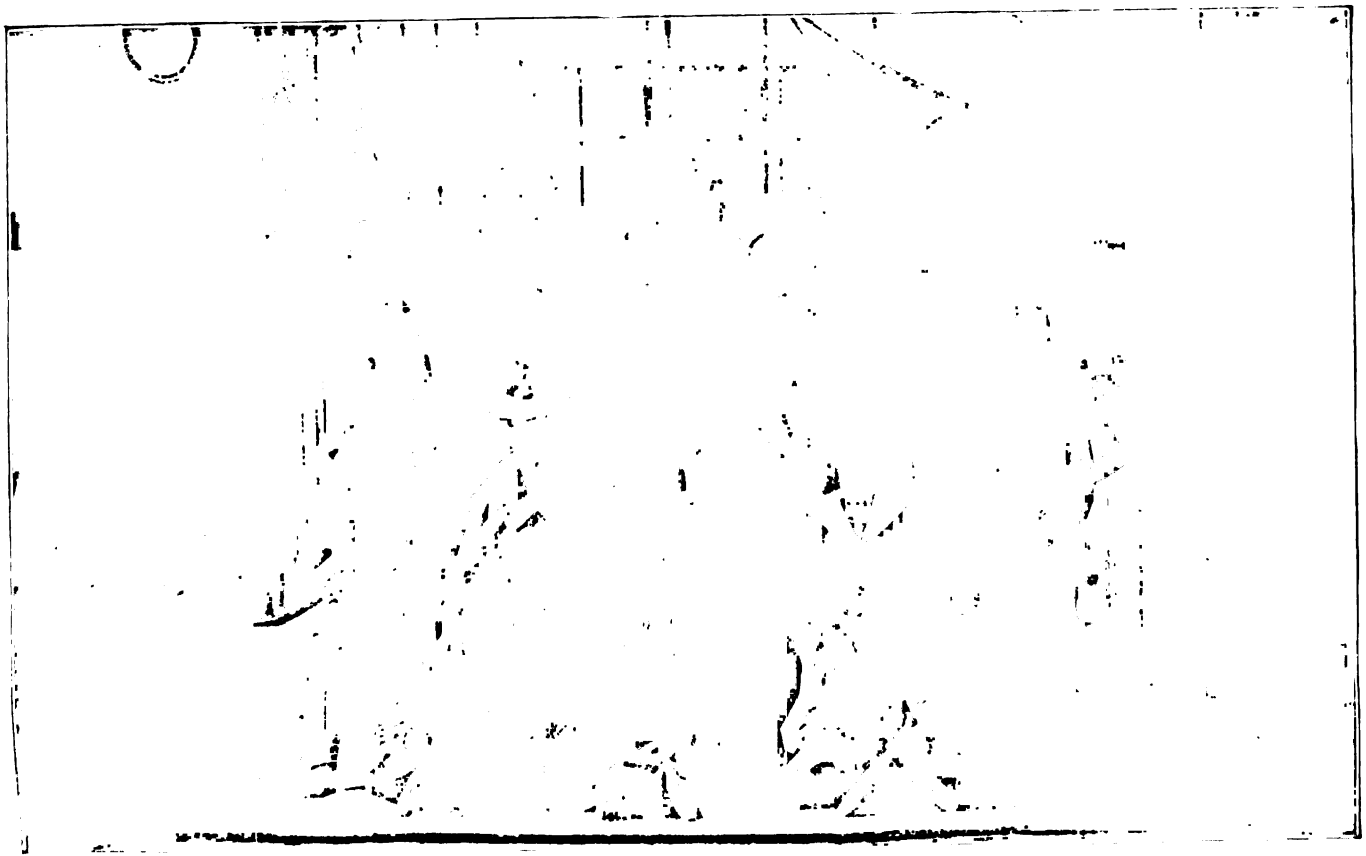
DEAR SIR:—We herewith present our report of the examination of Grade II., Mixed Division A, taught by Misses Montgomery, Hanmer, Caparn, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Sentences	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Nimmo, Frederick	7.9		8.0	6.8	9.1	8.0	1
Brady, Daniel	7.1		7.3	7.9	8.6	7.7	2
Pape, Diedrich	6.4		5.0	7.4	9.8	7.2	3
Brewer, Mary	7.0		4.9	6.7	8.2	6.7	4
Narkir, Goldie	6.3		8.5	2.8	7.3	6.2	5
Klain, Hannah	8.0		6.5	3.9	4.8	5.8	6
Rubuen, Goldie	4.0		7.1	2.9	7.3	5.5	7
Gompers, Alex	6.5		3.2	4.9	5.3	5.0	8
* Wood, Mildred	7.5		...	...	...	...	.
* Faust, Lizzie	...		...	...	...	...	.

* Absent.

Respectfully submitted,

HARRIETT C. HALL,
BESSIE L. NIXON,
W. B. HILL,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Division Oral, taught by Misses Buckingham, Burchard, Hall and Caparn.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Nouns, etc.	Arithmetic.	Language.	Average.	Rank.
Donald, Harry	7.5	9.9	9.5	9.6	9.1	1
Holmes, Harry	8.5	9.9	8.3	9.4	9.0	2
O'Donnell, James	8.9	9.6	8.0	8.5	8.7	3
King, Frederic	6.2	9.8	9.5	9.0	8.6	4
Zwoffe, Barnett	7.7	9.5	8.0	8.8	8.5	5
Berg, Eric	6.9	9.9	9.2	7.9	8.4	6
Bredemeyer, Katie	7.0	9.1	6.8	7.7	7.6	7
DeRouville, Clara	7.7	9.1	7.5	6.1	7.6	7
Schachter, Jennie	7.1	8.5	7.0	7.4	7.5	8
Kugler, Freda	8.4	9.3	4.3	7.9	7.5	8
Clarke, Winnie	8.2	8.0	4.8	6.5	6.9	9
Koplick, Sadie	6.6	7.0	4.6	6.2	6.1	10
Meyer, Camille	6.9	6.0	1.4	6.7	5.2	11

Respectfully submitted,

GRACE H. STRYKER,
HELEN B. ANDREWS,
ROBERT D. HOYT,
Examiners.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Division Male, taught by Misses Nixon, Montgomery, Caparn, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading, Lip Reading.	Geography.	Arithmetic.	Language.	Average.	Rank.
Greenbaum, W.	9.7	6.5	10.0	9.7	9.0	1
Heurewitz, D.	5.8	5.0	10.0	9.5	7.6	2
Haischober, O.	6.3	4.5	7.5	6.6	6.2	3
Hefferman, W.	6.3	4.0	6.0	7.9	6.0	4
Young, H.	4.3	3.0	9.0	7.0	5.8	5
Johnston, R.	8.3	3.0	3.5	7.9	5.7	6
Wahlstrom, O.	6.8	2.5	7.0	6.3	5.6	7
Magerski, E.	6.2	3.0	5.5	6.2	5.2	8
Piccard, F.	4.3	2.8	5.0	6.4	4.6	9
Ulloa, A.	3.5	2.0	5.0	5.0	3.9	10
Wood, F.	1.8	2.5	5.0	5.2	3.6	11

Respectfully submitted,

HELEN CHAPIN VAIL,

MARY H. HIGGS,

Examiners.

INSTITUTION, May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Division Mixed, taught by Miss Hanmer, Mr. Jones, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Arithmetic.	Geography.	Information.	General Average.	Rank.
Mason, Florence.....	8.6	9.8	9.0	8.0	10.0	9.0	1
Moran, William T...	3.0	9.9	8.9	9.9	10.0	8.5	2
Dick, George.....	3.2	7.8	9.5	9.5	10.0	8.0	3
Rosenberg, Mali.....	7.5	7.0	8.4	7.0	8.0	7.6	4
Smith, Samuel D....	8.7	7.2	6.8	5.5	9.0	7.4	5
Isbell, Chester.....	5.3	6.8	8.8	5.5	6.6	6.6	6
Sorenson, John.....	6.8	8.1	6.9	3.0	6.0	6.1	7
Steinman, Annie.....	4.3	6.8	5.4	6.5	6.3	5.8	8
Wolfersterg, Dorothy.	6.8	7.7	5.0	3.0	6.0	5.7	9
Jackson, Rennie H...	6.1	6.8	5.8	5.5	3.0	5.4	10
Bullis, Lillian.....	4.7	6.1	5.0	4.3	6.0	5.2	11
Spilker, Fredrick....	7.8	6.2	2.5	4.5	4.0	5.0	12
Edmonston, David L.	5.8	2.2	7.0	5.0	3.0	4.6	13

Respectfully submitted,

FLORENCE G. S. SMITH,
FAYETTA PECK,
IDA MONTGOMERY,
Examiners.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade Junior, Division Aural, taught by Misses Nixon, Burchard, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH	Language.	Reading.	Arithmetic.	Average.	Rank.
	The Elements. Reading. Lip Reading.					
Verhoeff, H.	9.4	6.9	9.2	9.0	8.6	1
Friedman, S.	6.4	6.5	8.1	8.0	7.2	2
Hoenach, E.	5.9	8.2	7.8	7.0	7.2	2
Messerschmidt, J.	9.7	3.5	9.0	6.0	7.0	3
Crosby, W.	4.5	3.3	8.5	7.0	5.8	4
Rich, E.	4.6	7.5	8.0	3.0	5.8	4
Spells, W.	5.0	2.0	7.4	2.5	4.2	5
*Stacy, A.	...	3.0	7.5	2.5	...	.
Kalen, D.	8.3	...	...	...	...	.
*Kornblum, M.	...	...	...	...	...	.

*Absent.

Respectfully submitted,

MARY H. HIGGS,
W. B. HILL,
Examiners.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IV., Female Division, taught by Misses Montgomery, Buckingham, Vail, and Hanmer.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Geography.	Language.	Average.	Rank.
	The Elements.	Reading. Lip Reading.					
Little, Nettie	9.0		9.0	2.2	8.2	7.1	1
Moore, Annie	7.5		7.9	3.7	8.9	7.0	2
Byron, Florence	7.3		7.9	2.0	8.4	6.4	3
Blackman, Kate	6.3		7.5	3.5	6.9	6.0	4
Levin, Minnie	7.0		8.4	1.3	4.7	5.3	5
Walker, Lillie	6.7		7.3	2.2	4.3	5.1	6
Glosque, Mary	2.7		7.9	1.7	8.5	5.1	6
Hicks, Jessie	7.3		7.0	1.8	3.1	4.8	7
Finch, Elva	5.9		5.9	...	2.6	3.6	8
*Colligan, Lena	...		...	...	...	...	.

* Absent during examination.

Respectfully submitted,

FLORENCE G. S. SMITH,
HARRIETT C. HALL,
BESSIE L. NIXON,
Examiners.

May 20, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—According to instructions, we examined Orris Benson, the blind boy, in the studies taught him by Miss Montgomery; Arithmetic, Geography, United States History, and Language.

In Arithmetic, he can add, subtract, and divide numbers below 20, and multiply numbers up to 6; and, more than that, he can distinguish any coin and make change for any amounts below one dollar.

In Geography, he can distinguish the maps of the different continents and can pick out different countries on them. He can tell every State in the United States by means of a dissected map, and can put the whole map together. His Geography and History have been studied together to a certain extent, and he can tell the positions of the thirteen Original States, their capitals and principal cities, and when and by whom settled.

He also knows many dates of America's early history, and can tell stories about such men as Columbus, the Cabots, Washington, Lincoln, Putnam, Franklin, and several other men well known in our Colonial history.

In Language, he is considerably in advance of most boys of his age in the school. He has very little trouble with person, number, gender, or with the tenses, and he knows something of compound sentences.

He can repeat the Ten Commandments and a number of other verses from the Bible.

He has also been taught to use the typewriter, and it is surprising to see the neatness and rapidity with which he writes his letters, journals, etc., on it.

In the examination in speech, by placing his hand on his teacher's throat, he was able to tell many of the elements and several words. He also read a few simple questions and answered them verbally.

A short story was given him. As his speech teacher, Miss Nixon, spelled the words, he spoke them. He showed no hesitancy in attempting any new word given him.

He spoke quite distinctly, and seemed pleased to be able to talk.

His work is certainly a great credit to himself as well as to his teachers, and the examination has been a pleasure to us.

Respectfully submitted,

FLORENCE G. S. SMITH,
PRUDENCE BURCHARD,
ROBERT D. HOYT,
Examiners.



ORRIS BENSON—Blind and Deaf.

INSTITUTION, May 26, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IV., Mixed Division, taught by Misses Hanmer, Vail, Caparn, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.	Arithemtic.	Geography.	Language.	Average.	Rank.
	The Elements. Reading. Lip reading.					
Mishnun, Rose	5.6	9.8	10.0	9.5	8.7	1
Hutchenreuter, H.	5.4	8.6	7.5	7.6	7.3	2
Berger, Fred.	5.3	8.0	6.8	9.0	7.3	2
Hoffman, May	7.5	5.0	7.5	6.4	6.6	3
Dyer, Samuel.	7.1	6.8	5.0	5.9	6.2	4
Tanzas, Mary	6.5	6.6	7.3	3.5	5.9	5
Satow, Fred.	4.7	5.7	6.5	4.5	5.3	6
Pickruhl, Charles	3.2	8.0	5.3	3.0	4.9	7
Perry, Ethel	8.1	3.7	3.0	3.6	4.6	8
Blauth, Wm.	2.8	4.4	5.5	5.6	4.5	9
Elliot, M.	2.7	5.8	5.2	4.5	4.5	9
Campbell, John	6.2	3.4	3.0	2.4	4.0	10
*Meyer, David	...	...	...	...	...	..

* Absent.

Respectfully submitted,

FLORENCE G. SMITH,
PRUDENCE BURCHARD,
W. B. HILL,
Examiners.

INSTITUTION, May 21st, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade Aural, Advanced Division, taught by Misses Burchard, Higgs, Nixon, and Mr. Hill.

NAMES OF PUPILS.	SPEECH.		Language.	Arithmetic.	Geography.	History.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
*Burch, L.....	5.0		9.7	8.0	9.5	9.5	8.3	1
†Hunter, S.....	8.0		6.9	9.5	7.0	6.0	7.5	2
‡Ferguson, G.....	9.8		8.2	7.5	5.0	6.0	7.3	3
†Lane, W.....	9.8		7.8	5.0	5.5	7.5	7.1	4
†Berg, Adolph.....	8.0		6.9	4.0	6.0	6.0	6.2	5
‖Murray, M.....	...		...	...	...	...	...	...

*Arithmetic Examination from 8th grade program.
† " " " 5th " "
‡ " " " 3d " "
‖ Sick.

Respectfully submitted,
EVA E. BUCKINGHAM,
M. E. UNKART,
FLORENCE G. S. SMITH,
Examiners.

INSTITUTION, MAY 22, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Oral Division, taught by Misses Burchard, Buckingham, Hall, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Geography.	Average.	Rank.
McDonald, George	7.5	9.2	9.5	10.0	9.1	1
Powell, Harry	7.8	9.2	9.0	9.5	8.9	2
Van Valkenburg, Carrie	8.1	8.8	9.2	8.8	8.7	3
Laughlin, Fannie	9.2	8.0	9.5	8.1	8.3	3
Elsworth, Edward	8.3	10.0	5.0	7.4	7.8	4
Turner, Louise	6.2	6.0	7.3	8.1	6.9	5
Gabie, Florence	7.5	6.0	6.3	5.4	6.3	6
Orman, Thomas	7.9	5.4	5.1	5.1	5.9	7
Patterson, Grace	6.3	5.2	6.6	5.0	5.8	8
Burdette, Grace	8.4	2.4	4.6	5.3	5.2	9
Birck, Vernon	8.1	3.2	3.5	1.4	4.1	10

Respectfully submitted,

STELLA B. HANMER,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 27, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Mixed Division, taught by Misses Buckingham and Higgs, Mr. Hill and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Geography.	Language.	Average.	Rank.
Silvermond, B	4.9	9.5	9.2	7.5	7.7	1
Brewer, Eunice	4.4	9.0	10.0	4.5	7.0	2
Muller, Chas	5.9	9.0	7.5	3.7	6.7	3
Gaffney, Jas	4.0	10.0	7.5	5.0	6.6	4
Brewer, Chas	4.8	8.0	7.2	3.5	5.9	5
Peter, Mary	2.0	7.0	4.5	6.0	4.9	6
Quinn, Mary	3.6	4.0	5.0	6.5	4.8	7
Goldstein, Leah	2.9	5.5	5.5	4.7	4.7	8
Norton, Eliz	1.6	1.0	8.5	7.0	4.5	9
Wilson, Theresa	2.6	4.0	6.5	4.0	4.3	10
Smith, Orlando	2.0	2.5	5.1	3.5	3.1	11

Respectfully submitted,

E. R. C. CAPARN,
FLORENCE G. S. SMITH,
ROBERT D. HOYT,
Examiners.

INSTITUTION, May 22, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Male Division, taught by Misses Vail, Higgs and Hall, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Geography.	History.	Language.	Average.	Rank.
Burke, James.....	9.0	8.9	6.4	5.8	3.9	6.8	1
Long, Richard.....	8.1	9.5	5.3	4.7	5.8	6.6	2
Gaunt, Charles.....	8.3	8.0	7.0	3.5	5.7	6.5	3
Reicke, George.....	7.3	10.0	5.0	1.9	5.3	5.9	4
Unger, Louis	8.8	10.0	4.1	3.1	3.4	5.9	4
Postlethwaite, W....	6.3	8.4	5.7	3.7	5.0	5.8	5
Belch, James.....	6.0	8.0	5.5	6.3	3.2	5.8	5
Lynch, William.....	5.8	8.5	4.2	2.5	5.0	5.2	6
Izquierdo, Arthur.. .	6.2	9.0	5.5	1.9	2.9	5.1	7
Burt, David.....	5.5	8.0	5.1	4.0	2.3	4.9	8

Respectfully submitted,

PRUDENCE BURCHARD,
M. E. UNKART,
BESSIE L. NIXON,
Examiners.

INSTITUTION, May 29, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed Division, taught by Miss Burchard, Miss Hall, Mr. Hoyt and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Geography.	History.	Language.	Average.	Rank.
Hannon, S.....	8.2	9.0	9.0	7.1	8.1	8.2	1
Suk, Anton.....	7.2	9.4	8.7	4.8	7.0	7.4	2
Hatowsky, S. L.....	6.1	9.0	8.7	6.9	5.6	7.2	3
* Kalberer, John.....	...	7.7	7.0	5.1	6.5	6.5	4
Sanford, C.....	6.3	8.3	5.0	5.5	6.6	6.3	5
Heuser, Lorenz.....	5.5	8.9	8.4	2.8	4.5	6.0	6
Muller, Margaret I...	7.5	5.0	4.3	2.5	6.3	5.1	7
Pinder, Edna.....	5.7	5.3	5.1	3.8	5.3	5.0	8
Barnett, C. A.....	6.8	5.0	4.8	3.9	3.7	4.8	9
Kurz, Josephine.....	4.8	2.0	4.1	3.0	5.4	3.8	10
McCatty, E. M.....	4.0	4.1	2.8	1.5	4.9	3.4	11
† Slinn, E. A.....	...	...	...	...	...	...	...

* Can talk well, but cannot see to read the lips well with the rest of the class.
† Absent.

Respectfully submitted,

GRACE H. STRYKER,
HELEN B. ANDREWS,
HARRIETT C. HALL,
Examiners.

INSTITUTION, May 21, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VII., Mixed Division, taught by Misses Buckingham Hanmer, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Geography.	History.	Average.	Rank.
Avens, J.	5.6	8.8	7.5	5.8	7.8	7.1	1
McBride, J.	3.8	9.5	4.4	7.5	8.3	6.7	2
Morrison, M.	4.8	9.3	9.7	4.0	6.0	6.7	3
Ottmer, K.	6.3	6.0	7.9	6.8	6.6	6.7	4
Bachman, F.	6.0	8.6	4.5	6.3	7.8	6.6	5
Ehrlich, K.	4.5	6.0	7.3	7.5	7.6	6.6	6
Marks, M.	5.7	9.5	6.0	5.5	5.8	6.5	7
Gibbs, M.	6.7	6.8	4.7	6.8	5.3	6.0	8
Bolender, J.	7.2	6.0	5.3	6.4	4.3	5.8	9
Thadwald, E.	7.1	4.6	5.4	7.6	4.5	5.8	10

Respectfully submitted,

HELEN B. ANDREWS,
HELEN CHAPIN VAIL,
M. L. BARRAGER,

Examiners.

INSTITUTION, May 27, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VII., Male Division, taught by Misses Hanmer, Vail, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.		Language.	Arithmetic.	Geography.	History.	Average.	Rank.
	The Elements.	Reading. Lip Reading.						
Landre, H.....	4.9		8.5	9.2	8.1	6.7	7.5	1
Doody, T.....	7.2		5.5	8.9	7.3	5.7	6.9	2
Anderson, R.....	6.4		7.9	9.0	6.1	4.8	6.8	3
Prinsinzing, H.....	7.4		5.5	7.5	7.7	3.7	6.3	4
Reiff, A.....	7.2		6.5	5.3	5.6	5.1	5.9	5
Muench, H.....	7.3		3.3	8.4	6.1	3.8	5.8	6
Heerdt, H.....	4.3		...	...	...	...	...	.
*Hutton, S.....	...		...	...	...	...	...	.

*Absent

Respectfully submitted,

W. B. HILL,
S. B. HANMER,
E. R. C. CAPARN,
Examiners.

INSTITUTION, May 27, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VII., Oral Division, taught by Misses Buckingham, Burchard and Nixon, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Arithmetic.	Geography.	History.	Gen. Average.	Rank.
Renner, W.....	8.7	9.7	9.2	9.5	9.4	9.3	1
Stern, A.....	9.7	9.9	9.8	8.8	8.5	9.3	1
Rappholdt, E.....	9.5	8.7	10.0	8.7	7.7	8.9	2
Konkel, W.....	8.6	9.4	10.0	8.8	7.6	8.9	2
Dornblut, L.....	9.3	9.7	7.8	8.8	6.3	8.4	3
Fenalli, R.....	6.4	7.9	9.8	8.3	8.2	8.1	4
Peck, D.....	9.1	8.0	9.3	6.6	6.5	7.9	5
Cocks, S.....	8.7	7.0	10.0	5.7	4.8	7.2	6
Elsworth, N.....	7.0	5.6	8.3	7.3	8.1	7.2	6
Berg, A.....	7.5	3.1	7.7	3.1	2.7	4.8	7

Respectfully submitted,

HELEN B. ANDREWS,
E. R. C. CAPARN,
MARY H. HIGGS,
Examiners.

INSTITUTION, May 28, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Gade VIII., Male Division, taught by Misses Hall, Buckingham, and Messrs. Hill and Hoyt.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Hygiene.	Geography.	Nat. History.	Average.	Rank.
	The Elements.	Reading. Lip Reading.							
Mayer, Emil.....	8.3		7.0	6.4	4.0	6.7	6.3	6.5	1
Elflein, John A.....	5.5		8.8	6.5	4.4	7.0	6.1	6.4	2
Kiernan, Peter.....	3.5		5.8	8.9	2.9	7.7	6.1	5.8	3
Moeslein, Eugene V..	8.3		5.3	6.4	2.8	6.2	5.9	5.8	3
Colwell, William....	3.8		8.4	6.1	1.9	5.1	3.6	4.8	4
Ellis, Eli.....	6.2		8.0	4.6	1.6	2.9	4.9	4.7	5
Levy, Joshua.....	5.1		6.0	5.0	2.4	5.0	3.1	4.4	6
Cohen, Henry.....	2.5		5.6	5.8	1.5	4.2	3.3	3.8	7
McVea, Robert.....	6.4		2.3	4.7	2.4	0.4	2.9	3.2	8
Lawton, Ralph.....	5.0		4.2	3.3	1.4	1.9	1.6	3.1	9

Respectfully submitted,

PRUDENCE BURCHARD,
WM. G. JONES,
BESSIE L. NIXON,
Examiners.

INSTITUTION, May 22, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VIII., Oral Division, taught by Misses Buckingham, Burchard, Hall, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Geography.	Natural History.	Hygiene.	Average.	Rank.
Kummer, Louise....	8.2	8.4	8.4	8.0	10.0	9.8	8.8	1
Cohen, Louis.....	8.8	8.2	5.3	5.5	8.4	8.2	7.4	2
Smith, Lydia.....	8.0	8.0	6.7	5.8	8.1	7.3	7.3	3
Blaum, Josephine...	3.6	6.8	8.2	8.8	7.5	8.6	7.2	4
Turner, Gertrude...	7.2	8.0	6.5	8.7	5.5	7.6	7.1	5
Freeman, Sarah.....	8.9	5.1	8.5	5.0	5.9	9.2	7.1	5
Elsworth, Katie.....	8.0	6.7	4.4	8.2	8.7	5.3	6.9	6
Judge, Alice.....	6.0	5.9	7.6	8.1	6.0	7.1	6.8	7
Gray, Edith.....	6.6	5.5	6.5	7.4	6.0	7.1	6.5	8
Lamm, Herman.....	7.0	3.0	3.8	3.0	7.6	3.8	4.7	9

Respectfully submitted,

ROBERT D. HOYT,
BESSIE L. NIXON,
AMELIA E. BERRY,
Examiners.

INSTITUTION, May 22, 1896.

ENOCH HENRY CURRIER, M.A., *Principal:*

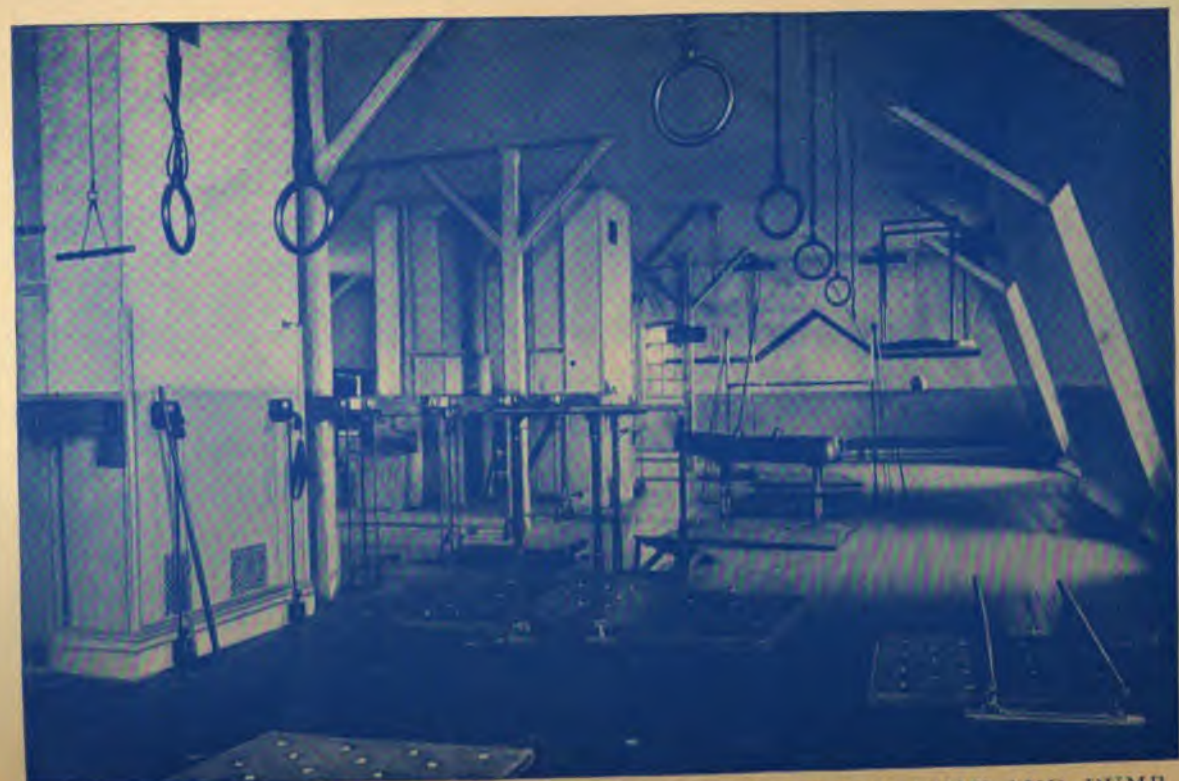
DEAR SIR:—We herewith present our report of the examination of Academic Grade, taught by Messrs. Fox, Hill and Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	History.	Rhetoric and Idioms.	Information.	Mythology.	Composition.	Average.	Rank.
Spahn, B.....	9.1	10.0	9.0	8.9	9.0	7.8	9.5	9.1	1
Keiser, J.....	8.4	4.0	9.3	9.9	9.9	7.4	10.0	8.4	2
Caddy, E.....	5.9	4.1	9.4	9.9	7.0	10.0	10.0	8.0	3
Fish, S.....	7.9	9.2	5.8	9.3	6.5	7.3	9.0	7.9	4
Murray, H....	7.5	8.1	9.1	8.9	5.5	3.5	9.0	7.5	5
Fetscher, C....	7.2	6.8	7.7	9.9	10.0	4 0	...	6.5	6
Losey, J.....	7.8	5.0	6.6	8.0	5.5	3.0	8.5	6.4	7
Anderson, E..	5.2	4.5	4.6	5.3	6.0	3.0	7.0	5.0	8
Beck, H.....	4.1	3.5	4.7	4.8	5.0	2.0	7.0	4.4	9
* Wright, N...	7.3	...	...	8.0	7.5	...	8.5	7.8	.
* Lorigan, N..	7.5	...	...	...	...	...	...	...	.

* Special pupils. Did not take the full examination.

Respectfully submitted,

IDA MONTGOMERY,
BESSIE L. NIXON,
EVA E. BUCKINGHAM,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GYMNASIUM—150X33 feet.—A.

OFFICE OF "THE ART AMATEUR,"
23 UNION SQUARE, NEW YORK, June 9, 1896.

TO ENOCH HENRY CURRIER, ESQ., *Principal of the New York Institution for the Instruction of the Deaf and Dumb:*

DEAR SIR:—According to your request, I beg to report the result of my recent examination of the Art Department of the New York Institution for the Instruction of the Deaf and Dumb.

The system of instruction in drawing and modelling in clay, in the elementary as well as in the more advanced classes, is thoroughly sound, being conducted, I find, on the most approved principles of the best schools in this country and Europe; and, considering the very limited time allotted for all Art and Manual Training, the result is highly creditable alike to teacher and pupils.

In the department of original work, the exhibition was a delightful surprise to me; perhaps principally on account of its unconventionality. Lately, I had occasion to visit a New York Art School of national reputation, and although, naturally, in the higher grades of instruction in the latter, the showing was superior to anything that could be attempted in a public institution such as yours, I find that your pupils' work indicates a much higher average of natural taste in the field of decoration, and I feel confident that, under conditions that would allow of proper time for study and practice, it might be turned to profitable account in the direction of the industrial arts and crafts.

The beautiful surroundings of your stately buildings, standing as they do in their own wooded and cultivated grounds, are very favorable to the study of design, and I noticed with pleasure, that under the very intelligent direction of Miss Le Prince, the pupils are encouraged to go direct to Nature for their decorative motives. Some of the studies done in water colors, I found particularly interesting from this point of view, indicating, moreover, a remarkably correct feeling for color; the general structure and general character of certain plant forms treated in a decorative way in some of the examples of pen and ink drawing for book illustration, also seemed well understood.

I will not pass over the efforts at landscape painting in water colors. But these and the figure studies exhibited, while good in their way, are hardly based on sufficient knowledge to be taken seriously. They are, I apprehend, rather the result of natural desire of ambitious pupils to show what they can do in the higher flights of pictorial delineation, than an indication of any purpose on the part of the teacher to direct their studies toward the domain of Easel Art.

The clever few who may have sufficient talent to become successful

painters, will sooner or later find their opportunities; but of course the aim of the Art Department of the Institution is in a more practical direction. Decoration in the applied arts is the field it can best cultivate with profit to its pupils, and no doubt this fact is duly recognized.

Yours faithfully,

MONTAGUE MARKS.

GYMNASIUM CLASSES.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—In the gymnasium 152 boys were examined, and without exception showed an improvement in physical conditions.

This improvement was not as marked, of course, as last year's report showed; for that, it must be remembered, was practically the first year's work, and there was much more chance for betterment than in the second year; but the increase was very considerable, nothwithstanding.

The general average gain in chest expansion was 27 inches; in lung capacity, 7.6 cubic inches; in the strength tests: dip, 1.1 times; pull up .55 times.

Some of the most striking cases of increase are given below:—

Sixty-seven increased 1 inch in his chest expansion, making the remarkable expansion of 6 inches; and in the strength test, added 5 to his number of dips and 4 to his number of pull-ups.

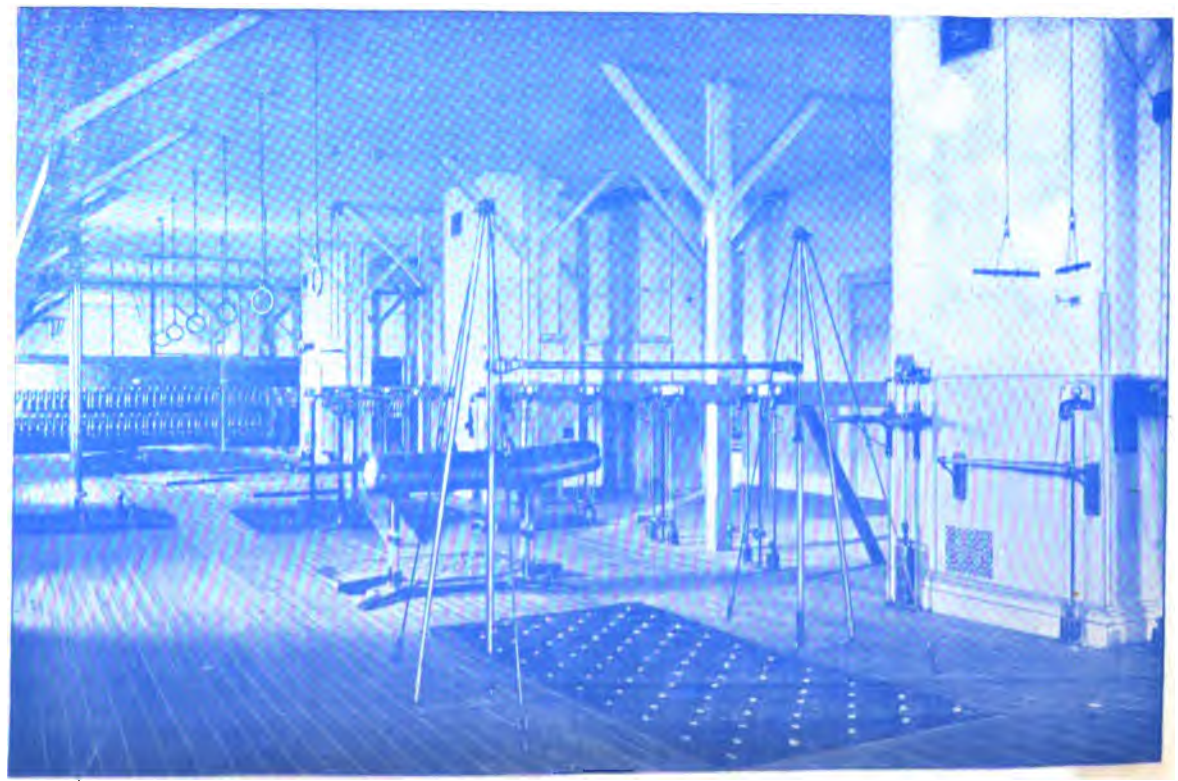
Ninety-two increased in his lung capacity 30 cubic inches.

Ninety-five increased his lung capacity 45 cubic inches, and chest expansion .6 inches.

Ninety-six increased his chest expansion to 2 inches, and gained 5 points in strength tests, and in all measurements showed decided increase.

The Physical work, combined with the drill, is benefitting all the pupils greatly, and giving the boys an easy, straight carriage of the body and limbs, which is an agreeable contrast to their former shuffling gait.

ROBERT D. HOYT,
W. BARLOW HILL,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

BACCALUREATE SERMON.

At three o'clock on the afternoon of Sunday, June 7th, a large audience of pupils, teachers, officers and visitors, were assembled in the chapel. The services included: (1) The Lord's Prayer, spoken orally in concert; (2) The Fifth Commandment, recited orally by pupils; (3) The Twenty-Third Psalm, rendered in signs by the Choir; (4) Prayer, by Rev. Dr. Virgin; (5) Baccalaureate Sermon, by Rev. Dr. Virgin; (6) Hymn, in signs, "My Faith Looks Up to Thee," by the Choir; (7) Doxology; (8) Benediction.

Dr. Virgin's sermon was as follows:—

ST. LUKE 9: 34—"They feared as they entered into the cloud."

There is presented to us in this text a condition and an experience. The condition is that of obscurity and is represented by the cloud. The cloud is the symbol of obscurity. When the skies are clear at night, we can see the stars shining brightly and easily trace all the constellations. In the day time, when all is fair, we can see the bird flying to and fro, the kite sailing before the wind, and the balloon rising steadily in the air. But when the mist comes in from the sea, the fog rises in the valley, the cloud forms in the sky, and all things are obscured—bird, kite and balloon are hidden. Everything looks dark, and though our eyes are still undimmed, we cannot see clearly. The experience is that of a disturbed spirit. The condition is the cause of the experience.

Thus it is when the light leaves us we naturally have a feeling of fear; we fear as we enter the cloud. With clear skies we know no fear. Sunshine dispels our fears, while darkness increases them.

This is related of men like ourselves. They were not unique characters, having nothing in common with us. James, Peter and John, were good men, and were faithful followers of Christ. They had been with him a long time. They saw much of him and of his work, and heard his preaching. They were common men; and though they were with Him on the mountain they feared as they entered the cloud. We are like them, and would have shared their feeling had we been in their places. We are constantly having this experience, when this condition occurs.

This is an illustration of our lives. We love the light and feel confidence in it. We dislike darkness, and we dare do little when there is no light. We naturally shun dark places.

To the graduates who are soon to leave here, this truth is especially appropriate. When leaving an Institution like this, where the duties

of daily life have become familiar, you are entering a cloud and feel afraid. You cannot see what lies ahead of you; it is a new world in obscurity.

Now this cloud has several meanings, which I will explain.

FIRST: The cloud is the symbol of the unseen.

It hides that which is before us and leaves us in uncertainty. If the cloud were not there, we could see ahead. Were our future lives laid out before us in their fullness, we would have less fear, for we could prepare for the worst, or we would cease to exert ourselves if we knew that our lives would be prosperous and happy. But we cannot obtain such a view of our lives. Our future is beyond our power of sight. Therefore we fear when we think what the unseen part of our lives may be.

SECOND: The cloud is the symbol of the uncertain.

We are uneasy when about to face anything which involves uncertainty. No such fear is felt when the issue of each event is fixed and definite in our minds.

You are all on the threshold of vacation. But what it will bring you no one can tell. None of us know how long we shall live. Life itself is uncertain. As you think of the future, you find that you are in doubt as to whether you will meet with success or struggle with constant defeat. You wonder whether your friends will treat you with kindness or shun you or thrust you aside. You cannot discover whether your training will bear immediate fruit, or whether it will be years before any benefit will be obtained. No panorama of life is given to us. None of us can be sure of a prosperous life in a region where we have never been before, and where circumstances oblige us to dwell for a time. In all these uncertainties which belong to our future days, the cloud fills us with fear.

THIRD: The cloud is the symbol of the untried.

We fear because of unfamiliarity with what may come. While here at the Institution you have had no fear. You know what you are to do to-morrow in the classroom, because you have done the same thing daily. You know what is expected of you on the playground, because you have often been there. You are at ease on the ball field, and you can run the bases, catch a ball, and throw it straight, without any nervous fear in advance. All this is familiar to you. What we have often tried, we are not afraid of.

But when you are called upon to play a strange game, you shrink from it, because you cannot tell how to play it. If you were asked to ride on a cable car for the first time, you might fear to do so, as it would be new to you and you might fear accident. But suppose you were asked to take a long walk, you would not

fear to do so, for walking is not new to you. We are afraid to enter upon new duties, because they are untried. So with our careers in life; everything ahead of us is untried, and on that account we fear as we enter the cloud. The cloud stands for the unseen, the uncertain and the untried.

Now, why are we afraid?

FIRSTLY: Because of our ignorance.

One morning in the West Indies, the slaves noticed that the sun did not seem to rise. They became afraid, and believed that the world was coming to an end. They flocked to their churches in terror. But one educated man opened his window, gathered some of the deposit on the sill, and quietly said: "Light the lamps; the volcano on the distant island has become active." He felt no fear, because he knew that the smoke from the volcano in eruption had obscured the sun from view. His learning soon quieted their fears.

Ignorance is nearly always accompanied by fear. We cannot help being afraid while under the cloud of ignorance which leads to superstition. Knowledge gives power by removing anxiety and distress. When a good reason can be given for unusual circumstances, all alarm is taken away. If we are properly equipped for our work, we need have no fear of failure.

SECONDLY: We are afraid because of possible inability.

The weakness of our spirits prompts us to fear. Fear is right in its proper place. For instance, we may properly fear to buy and sell stocks without any experience. If we were to see a lion in our path, we ought to be afraid. It would be foolhardy for us to meet him while unable to cope with him, so we would at once seek a place of safety. But if we were armed with a gun and could defend ourselves, we might then banish fear.

So with the future; we fear from inability. We think of the many things before us; we fear because we are not equal to the demands. We are then as the three men in the text, who feared as they entered the cloud.

We should, above all things, fear God. That is the beginning of wisdom. Such fear is an admission of our ignorance as compared with God, and an acknowledgment of our dependence upon Him in everything as our guide through the cloud. Right fear is not cowardice. It is an important element in a well-rounded life. Each of you should be a whole boy, a whole girl. Fear God and keep his commandments always.

But when we see a rift in the cloud that overshadows us, what a change there is in our feelings! We no longer fear, because courage comes with the light. The three men entered into the

cloud and they feared, but it brought them the richest experience of their lives. There they heard the voice of God, there they saw the glory of their Lord, and they feared no longer. Their fear was turned to confidence, and they longed to remain there the rest of their days. That which they dreaded most brought them the most of blessing. In the cloud they experienced a consciousness (1) of the existence of God, (2) of the presence of God, (3) of the communication of God. This was of unspeakable value to them. Their fear was only on the margin of their experience;—it was on the edge of the cloud.

It is good to be in the cloud, in the companionship of Christ, for then the heart is made strong. God is in it and will lead us from it. We need have no fear if we only walk in the right path, depending on God and with a perfect trust in him. Perfect love at length conquers fear. Let us love Him and always try to obey His laws. After Peter, James and John, had been through the cloud, they became more faithful to Jesus, working willingly and preaching more fervently. Life had a new charm for them, and they spoke of the cloud as the place where they saw the divine glory.

Young friends, you who are about to graduate, have some fear for the future; the cloud hangs over it, your eyes seek in vain to penetrate it and read what it contains for you. You come to your graduation with anxiety. You are now on the edge of the cloud. I pray God to remove fear from your hearts by the lesson of this afternoon. God is your real friend. So fear not; go forward bravely and trust in Him. Moses and Elias joined Jesus in the cloud. The disciples saw them and heard their conversation. So shall friends multiply about you. The silence in which you live shall but increase the blessings with which God will enrich you, if you faithfully do His will. Preserve a serene spirit.

Be loyal to God's commandments. Become His with His impress upon you. Shrink from no cloud into which he leads you. Keep your souls pure. Then, when this world's struggles are over, and you approach the cloud that veils the eternal home, God will take you to Himself, reveal the splendors of His Kingdom, and give you speech to praise Him where the clouds are forever cleared away and the light shines eternally.

PLANTING THE IVY.

The custom of planting the ivy by the graduating class, was observed with appropriate ceremony on the evening of Monday, June 8th. The exercises included a procession to the school building, the planting of the ivy, an oration, and addresses by the Principal and professors. The following was the

IVY ORATION.

By Samuel M. Cox.

MR. PRINCIPAL, FELLOW CLASSMATES, AND LADIES AND GENTLEMEN:—Graduates after graduates have passed from out Fanwood's halls, into the wide world. Now it is our turn to perform a final act and show our love for our *Alma Mater.*

The day and the hour for planting the ivy have at last come, and we who are about to leave our *Alma Mater* are here assembled to behold the scene of planting this little creeping thing in the ground, hard by the grateful walls of our school building. Many will recall to mind the days of our childhood or youth, when we first entered this school, where we have obtained a good education.

See the ivy which we surround. It will soon climb the walls of this building. We ourselves, though young men and women, are as yet young and have our life's ladder to climb. Let us hope that we who have been taught here well, and have learned a good trade, will remember our Principal in our prayers. May God bless him, prolong his days of usefulness. May we all be able to succeed in the new soil we are about to plant ourselves in, the outside world, and be a credit to our school and to ourselves.

ANNUAL COMMENCEMENT.

The literary exercises, marking the Seventy-Eighth Commencement of the Institution, were held in the chapel, at eleven o'clock in the morning of Tuesday, June 9th. Upon the occasion, a large audience of friends of the pupils appreciated the following :—

PROGRAMME.

I. PRAYER. REV. DR. GALLAUDET.

II. ADDRESS BY THE PRESIDENT.

III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M. A.

1. Illustrations of Art Instruction, with primary classes.
2. "The Ring and Rose," recited in signs, with vocal accompaniment—Choir and Meigs Sisters.
3. Salutatory Address, with essay on "The Ideal Woman," by Nellie Eugenia Lorigan.
4. Essay—"The Art of Reading," by Sarah B. Freeman.
5. Essay—"The Culinary Art," by Bertha M. Spahn.
6. "Lead, Kindly Light," recited in signs, with vocal accompaniment.
7. Kindergarten Work with the Deaf.
8. Advanced Primary Work.
9. Intermediate Art Work.
10. Essay—"The Value to the Deaf of Military Drill," by John Henry Keiser.
11. Work with the deaf, dumb and blind boy, Orris Benson.
12. Gymnasium Work with the Deaf.
13. Essay—"The Advantages of Out-of-Door Sports," with Valedictory Address, by Herman Lamm.
14. "No Evil Shall Befall Thee," recited in signs, with vocal accompaniment.

IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION, AVERY T. BROWN, ESQ.

V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

VI. "The Star Spangled Banner," recited in signs.

VII. BENEDICTION. REV. DR. GALLAUDET.

The essays and addresses delivered by the members of the graduating class, follow in their order on the program.

"The Ideal Woman," With Salutatory Address.

By Nellie Eugenia Lorigan.

Ladies and Gentlemen:—In behalf of the Class of '96, permit me to welcome you and extend you a cordial greeting.

Another year has rolled around since last we were gathered together to witness the closing exercises of this school, and it seems that Time has dealt gently with us all here, and we are still progressing in our work. I doubt not that you will find the exercises fully as interesting as in former years, at least we trust so.

Some of us who have received our education here, are about to bid their *Alma Mater* farewell, and go forth into the world to fight the battle of life! Fondly do we hope, and fervently do we pray, that the wise advice instilled into our minds by the kind Principal and teachers, who have our welfare at heart, may bear good fruit, and that we may become men and women of sterling qualities, and ever look back to our school days with pleasure and gratitude.

Essay.

The ideal woman whom the world admires—or at least the wise portion of it—is the one who is loving, faithful and sympathetic, wherever her lot is cast, or whatever her sphere of work! She throws her soul into her work, and she is ever ready to help a fellow creature when it is in her power. She realizes the value of a good education as the best foundation for success in life. She recognizes that as the mind enlarges we look at things from different standpoints, and so we become broader in our views.

The ideal woman believes in passing the golden hours of her youth to good advantage, for every little thing that one may chance to learn is so much toward a greater understanding; and "from little acorns great oaks grow." Her influence begins at home, but if she may be called outside of the home circle, we may see her still, the same sweet, helpful, unaffected creature as of yore! Patience is one of her many virtues, and she is conscientious in all things. Thus she commands the respect and esteem of all who know her. Her life is truly charming, and her heart is as large as her mind is noble. She has the power of forgetting herself and living for others, which makes her every act sublime.

Her innate good-breeding will assert itself under the most trying circumstances, and, as of old, Joan of Arc guided a great army on to victory, so one weak woman may guide and direct the minds of those with whom she comes in contact. And it is in our power to strive to be like her, for although we may be deaf, or otherwise hampered, God has so ordained it that our remaining senses may take the place of those we lack. Though all our information may have to come through our eyes, we must still be thankful that we have them, and are able to enjoy the boundless beauties of Nature.

The ideal woman has the art of taking sunshine wherever she goes, and when Time's solemn beauty steals slowly o'er her life's younger bloom, we view her with the calm of contentment on the brow, and the knowledge of a life well spent.

Art of Reading.

By Sarah B. Freeman.

Most people have a vague sort of idea what the art of reading really is, yet few of us probably will agree as to the best way of mastering this art. Reading is one of the most useful accomplishments to a person who is deaf, but reading alone is not what is wanted. Writing must also be added. In reading, there are two questions to be considered. How? What? The *How* means much for the deaf, for they must be taught this accomplishment, and the teaching and attaining means more to them than to the average hearing child.

It is really one of the most important things to which a person who is deaf could look for help. Through reading, their language can be improved very much. There is nothing like reading to show us our ignorance. Young people who have a taste for reading, and who know how to select good and instructive books, possess an important accomplishment. And we can honestly be proud of our school, its libraries, and its means for giving us a love for reading.

History shows us the value of reading. Looking back to the time when Abraham Lincoln was a young boy, no schools were established where he lived. He was poor, and his mother, a Christian, taught Abraham to read from the Bible. Just think, a man who was once a poor boy learned to read from the Bible, grew to be one of the greatest statesmen, and finally became President of the United States. The girl or boy who takes takes pleasure in reading a good book, is well repaid for his or her labor.

How wonderful it is that the blind can read with their fingers and

we can with our eyes. We ought to be thankful for what God has given us, and learn to use our talents well, and not be like the lazy servant who did not make good use of the two talents that his Master gave him.

Let us try to be true Americans, and to read all about how our country gained its freedom and independence. Not only should we read the history of America, but also about the people who fought for our beautiful country and the homes that we enjoy in peace and happiness.

The Culinary Art.

By Bertha Margaret Spahn.

Cooking is the great art of modern life which, whatever our condition, we cannot overlook. Painting, sculpture and music, we may ignore with more or less regret, but three times a day, at least, the culinary art and its products require the attention of the most inartistic.

We can then appreciate the importance of every girl and woman knowing or learning how to cook. If a woman seeks to be of some real use in life, if she expects to be of use in the household, she must first learn to cook well. The old saying that "A man's heart is first reached through his stomach," is true. Without well-cooked food, who could enjoy the luxuries of life? Certainly no one; for though it may sound vulgar, we must confess that even in the enjoyment of balls, parties and picnics, the expectation of having something good to eat to reinforce our spirits, is an important part of the program.

We cannot be expected to enjoy raw food materials, as well as the cooked articles. For instance, suppose that raw chicken, meat, ham, vegetables, and flour, salt, eggs, and milk, are set before us, instead of the well-cooked meat, and vegetables, and fine cakes, how would we receive these things? I think with no pleasure. So if woman neglects and leaves cooking in the New Man's hands, all the rich and good food made by woman will be forgotten, and their cooking may just come to the boiling of all edible foods, instead of making epicurean dainties, and this will discourage the improvement and progress of woman.

There is no excuse for a woman if she cannot cook; there are so many chances while at home to learn to cook well. But I do think that unless one can cook well, better not do it at all. Of all the knowledge a woman needs, no matter what her station, cooking will always be of practical use.

Cooking helps to utilize all the eatable things that nature has so abundantly provided. It also encourages potters to make pretty dishes and pottery in which to hold the good and dainty food; the prettier and nicer the dishes and foods surroundings, the better and stronger is the appetite. Cooking luxurions food was not known centuries ago, though pottery in fine patterns was then in use.

In ancient times meat was not cooked nor roasted, but was smoked by the sun, and sometimes it was eaten raw. The ancients thought that to cook animal meat was a sin. This being the belief, we can well imagine the dilemma of the Chinese in discovering, as Charles Lamb relates, the delicacy of roast pig. The disturbance between their religious scruples and the appeals of the palate resulting from the most wonderful discovery must have been serious, but as usual in such cases, the stomach won.

It is said that women of the present time, especially the "new woman," whoever she is, try to do men's work, and so neglect the art of good cooking. What will become of their husbands' stomachs if they marry, and if they leave cooking in their husbands' hands? Those men will have to meet many trials before they can cook well.

This brings us to an interesting phase of our school training, and one worthy of at least a passing comment. There are many occupations taught the pupils, but I think not one of them is more important than the practical lessons given in our cooking classes. Not only do the girls receive careful training in this branch, but the boys are also remembered. You should all see how our little boys cook. They make good bread, good biscuits, and many other good things, and they have one comforting thought, they will be independent of help where cooking is concerned.

Value to the Deaf of Military Drill.

By John Henry Keiser.

It will doubtless surprise hearing people to see the deaf in military uniform. Such a uniform, however, has its advantages. Its introduction, with the accompanying training in this school, has brought numerous improvements, that will be readily seen by comparing the boys of the present time with those of a few years ago. In the physical and mental condition there has also been a decided advance. Of the main factors in obtaining this result, military drill is one, and the gymnasium exercises the other.

Formerly it was common for us to go to the dining room at meal

times, with little discipline, shuffling along as we pleased, till we reached our places, when we would drop into our chairs with little show of animation. At the present time it is different. Each squad, in command of a corporal, marches into the dining room, halts at the proper table, and awaits the order for seating. So throughout the prqgrame of daily exercises.

The uniform has produced other great improvements. It makes military training here possible. Although we may not even hope ever to be mustered into the grand army, it will be possible, at least, for us to show ourselves capable of many things which people generally consider us incapable of performing.

Outside of the Institution grounds the uniform indicates that we are school boys, and we are thus more conspicuous than in citizen's garb. We, therefore, become careful of our manners in public, and especially of our gait, which is always a trouble to the deaf who have become so through illness and who lack the nerve of motion in its normal condition.

Our drills and uniforms teach us patriotism. The daily raising and lowering of the colors by the guard, the neceesity for saluting superiors, the regular marching to and from school and business, the sudden calls to attention, or the warning emergency signal; all tend to imbue us with a martial spirit and a regard for order and discipline. I am sure we have all learned to regard the flag with much more enthusiasm than we did before the color guard was formed.

All this transformation has been rendered possible by the uniform. Nobody would think much of the pupil, shuffling along in citizen's clothes and raising up the flag. With the uniform it is different, and the effect is far better.

Many more examples of the benefit derived from the uniform could be recounted, but what has been said will suffice to point out to the thinking citizen the benefits which accrue to the pupils by this change, chief of which is the love and admiration for freedom, for patriotism, and for our country's glorious emblem—The Star Spangled Banner.

The Advantages of Out-Door Sports, With Valedictory Address.

By Herman Lamm.

Perhaps some of you may think the subject of sports rather a cut and dried one. The only excuse I can offer, if it turn out so, is that my tastes run in this direction. I have always taken a great interest

in sports in general, and if you will pardon my vanity, I may say that in most of them I have made a good record.

You will learn from the gymnastic exhibition the possibilities for physical improvement in the deaf. The gymnasium has been a great help in building us up physically, and an aid to our mental development. Since its addition to the Institution, the pupils have taken more kindly to their studies than formerly, and in their play they exhibit, if possible, increased energy.

Having now the means of proper training, and feeling the advantages therefrom, the wonder is how our predecessors got along without the gymnastic and military training which is such a prominent part of the school at this day. Really we are outstripping the past, and for this we owe much to the progressive spirit with which the head of the school imbues everything coming under his direction.

In addition to the gymnasium, out-door sports afford us physical improvement. They train the eye and mind, and sharpen our faculties to the highest pitch. Nor is this all; while travelling with the ball teams, of which I am captain, the boys have learned a great deal about the geography of our State and the condition of the people therein. We have been able to admire the intricacies of the railroad systems and the wonders of time tables, and while whizzing past towns out into the open country, past the rivers, lakes, and canals usually found in a great State, we have put into practical operation the instruction received in the classrooms, and thus we can better appreciate and understand the greatness of our State and the many conditions and influences which give it the greatness that entitles it to be called the Empire State.

VALEDICTORY ADDRESS.

To the Board of Directors:—We find that we are lucky children to be in a school that has a Board of Directors who can tend to the care and support of the pupils and help the deaf children. We see the many improvements being introduced, and can understand how great are the efforts you are making for the benefit of the Institution and its pupils.

We, the graduating class of 1896, wish to thank you all for the sincere care and kindness you have shown to us for many years past, while we have been trained to do well.

We will always remember you when we are gone, and think kindly of you. So with a parting word may I bid you, one and all, Farewell.

Beloved Principal:—For many years we, the graduating class of '96, have been under your devoted care, and you have given us instruction in all we know. You have raised the standard of the school, and shown the public we are not what they used to think we were, but that there is very little distinction between the deaf and the hearing.

During the past year you have given us the benefit of military training, and this has contributed much to our betterment. We who go forth to-day have been under your personal care for years. We have been truly your boys and girls while at school, and have done our best to give it its highest glory. We can see in the present the light of its future greatness, in years when we are gone. We go forth "faithful in all things,"—to you, to our school, and to ourselves. So, with my closing word, I say, Farewell.

To the Teachers and Officers:—You all have a claim on our love and respect. You have taught us the best kind of manners. We are thankful that our school, which we are soon to depart from to-day, is showing its pristine youth and going forward to its old position among the best in the country.

We shall not forget you, one and all, for your sincere care and kindness, as we go forth into the world. So, with the parting words, I, for the rest of my class, say, Farewell.

Graduating Classmates:—This is our last day in school, so before we go it may not be out of place to tell you a few things of importance of the world that we are about to enter, we will not find it as easy as it has been while at school. But I hope and trust we will all be successful. As we have done well at school, we should do the same in the greater school whose doors even now are open to receive us. Try and be successful in your life work.

I have seen graduates bid farewell to their friends in former years, but probably we have never felt as we do now, when we leave not only school, but friends and home; for it has been truly our home—an *Alma Mater* whose heart has beat in unison with all that was good and beneficial for us.

Let us, then, at this hour of our departure, make up our minds to do our duty, and to do all things with sincerity till the last day, when we shall all meet again. So I bid you Farewell.

Upon the conclusion of the regular program of exercises, the certificates, diplomas, and prizes were awarded in accordance with the following resolutions of the Board of Directors, passed June 9th, 1896.

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, *viz.:*

David Burt,	Edward A. Slinn,
Stephen Hannon,	John J. Sorenson,
Samuel Hunter,	Anton Suk,
Rennie H. Jackson,	Charlotte A. Barnett,
John H. Kaiser,	Sarah Furman,
Richard Long,	Louisa Kummer,
William Lynch,	Bertha Spahn,
David Meyer,	Gertrude Turner,
Herman A. Peterson,	Addie Woolf,

who have completed, or within the coming academical year will complete, the term of five years for which they were originally selected as pupils by the Department of Public Instruction; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to be existing provisions of the law.

Resolved, That

John A. Elflein,	John A. Losey,
Eli Ellis, Jr.,	Henry Muench,
Ralph Lawton,	Katie F. Elsworth,

Edith P. Gray,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class, upon the expiration of their several terms, in addition to the pupils recently appointed.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following named pupils, *viz.:*

David Burt,
Stephen Hannon,
Samuel Hunter,
Rennie H. Jackson,
John H. Kaiser,
Richard Long,
William Lynch,
David Meyer,
Herman A. Peterson,
Edward A. Slinn,
John J. Sorenson,
Anton Suk,
Charlotte A. Barnett,
Sarah Freeman,
Lousia Kummer,
Bertha Spahn,
Gertude Turner,
Addie Woolf.

Resolved, That the following named, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given them.

John A. Elflein,
Eli Ellis, Jr.,
Ralph Lawton,
John A. Losey,
Henry Muench,
Edith P. Gray.

Resolved, That the following named pupils, who have completed a supplementary course of instruction, are entitled to diplomas, and that the same be given to them, *viz.:*

John Campbell,
Samuel Cocks,
William Colwell,
Herman Lamm,
Elva Finch,
Josephine Kurz,
Ellen McCatty.

Resolved, That a diploma of the highest grade be awarded to Nellie E. Lorigan.

Resolved, That the prize for dressmaking be conferred on Ellen McCatty.

Resolved, That the prize for skill displayed in shirtmaking be conferred on Charlotte A. Barnett.

Resolved, That the prize for plain sewing be adjudged to Eunice Brewer.

Resolved, That the prizes for proficiency in cooking be awarded to

Female Morning Class.—Elizabeth M. Anderson.
Female Afternoon Class.—Edna Pindar.
Male Morning Class.—Frederick C. Berger.
Male Afternoon Class.—William Renner.

Resolved, That the prize for progress and successful attainment in typewriting be awarded to Bertha M. Spahn.

Resolved, That the prizes for speed and accuracy in type-setting, punctuality, and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded to: John E. Losey, First Grade; Edward Rappholdt, Second Grade; George B. McDonald, Third Grade.

Resolved, That prizes be given to the pupils of each division for proficiency in their respective trades, *viz.:*

CARPENTERS.

Morning Division.—Frank J. Wood, Louis Unger.
Afternoon Division.—John A. Elflein, Lorenz Heuser.

TAILORS.

Morning Division.—David Heurewitz.
Afternoon Division.—Asher Baschen.

BAKERS.

Morning Division.—Antonio Ulloa.
Afternoon Division.—George Dick.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art, for general excellence in the regular Art Classes.

SENIOR CLASS.

First Prize, to Samuel M. Cocks.
Second Prize, to Eugene V. Moeslein.
Third Prize, to August Muhlbach.

INTERMEDIATE CLASSES.

First Prize, to Nettie Elsworth.
Second Prize, to Charles Sanford.

JUNIOR CLASSES.

First Prize, to Michael Elliott.
Second Prize, to Frederick Satow.

REGULAR SCHOOL CLASSES.

Senior Division.—Eli Ellis, Jr.
Intermediate Division.—Edward Slinn.
Junior Division.—Frederick King.

Resolved, That the Grosvenor prize, for excellence in the reciprocal use of language and signs, be awarded to Edith P. Gray.

Resolved, That the Alstyne Prize, for general excellence of character and perseverance in well doing, be awarded to Eli Ellis, Jr.

Resolved, That the Cary Testimonial be awarded to Emma P. Caddy, for superiority in scholarship and character.

Resolved, That the Special Prize, offered by the Principal for scholarship and character, be awarded to Samuel M. Cocks.

Resolved, That the Frizzell Prize, for unremitting effort and successful attainment, whether in signs, poetry or other studies, be awarded to Gertrude Turner.

Resolved, That the Denistoun Prize, for English Composition, be awarded to John H. Kaiser.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made to the Institution by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Herman Lamm.

Resolved, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Nellie E. Lorigan.

All of which is respectfully snbmitted.

THOMAS GALLAUDET, *Chairman*,
AVERY T. BROWN, *Secretary*,
EDWARD M. TOWNSEND,
CHARLES A. LEALE,
JOHN L. TONNELE,
Committee on Annual Examination.

FINANCIAL STATEMENT.

Report of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the Receipts and Expenditures, for the year ending September 30, 1896.

RECEIPTS.			EXPENDITURES.	
Amount received from the State Comptroller	$58,652 22		Groceries and Provisions	$21,827 15
Amount received for County Pupils	33,448 45		Clothing	11,392 87
Amount received for Pay Pupils	1,536 95		Furniture and Bedding	3,724 79
Amount received from other sources	725 32		Building and Repairs	6,942 33
		$94,372 94	Contingent Expenses	4,746 15
Amount received from Real Estate and Building Fund for deficit for the year		21,094 05	Salaries and Wages	17,386 18
			Fuel and Lights	13,881 25
			Stable	1,540 46
			Garden and Grounds	2,665 49
			Laundry	2,933 00
			Schools	24,169 91
			Printing	2,045 64
			Hospital	1,936 77
			Cooking School	275 00
		$115,466 99	Total	$115,466 99

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of real estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library fund for maintenance of Library. The Frizzell, Harriet Stoner, William H. Fogg and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests.

Receipts and Expenditures "from funds not applicable to current expenses, etc., etc.," for the year ending September 30, 1896.

RECEIPTS.		EXPENDITURES.		
1895.				
Oct. 1. Cash on hand	$22,287 75	13 Executive Committee drafts		$11,981 31
Income from Investments	8,930 69	Assessment for regulation, etc., of Fort Washington Ridge Road		6,713 36
Principal of Bonds and Mortgages	20,000 00	James A. Deering, legal services		1,331 98
Temporary Loan	2,000 00	N. Y. L. Ins. & Trust Co., for temporary loan,		2,000 00
Gift of Mrs. John T. Norbury for Library Fund	15 00	same Interest on do		2 22
Rebate on Insurance Premiums	193 33	Library Committee drafts		101 65
		House Account for deficit for year		21,094 05
		Balance to new account. Cash on hand:		
		Bank of Metropolis	$1,145 82	
		N. Y. L. Ins. & Trust Co.	305 27	
		United States Trust Co	88 43	
				1,539 52
		Institution for Savings of Merchants Clerks	5,630 15	
		Seaman's Bank for Savings	3,037 53	
				8,667 68
	$53,431 77			$53,431 77

BALANCE SHEET.

Dr.		Cr.	
* Real Estate and Building Fund	$140,407 02	Cash Account	$ 10,207 20
Library Fund	4,429 61	Bond and Mortgage Account	148,867 50
William H. Fogg Fund	10,000 00		
Frizzell Fund	3,840 15		
Harriet Stoner Fund	235 89		
Cary Fund	162 03		
	$159,074 70		$159,074 70

* Mem.—House Account owes for advances made to meet deficits $97,832 49.

STATE OF NEW YORK,
CITY AND COUNTY OF NEW YORK, } *ss.:*

Edward M. Townsend, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb; that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further said not.

Sworn to before me this 28th day of October, 1896.

[SIGNED.] EDWARD M. TOWNSEND,
Treasurer.

[SIGNED.] WILLIAM H. ROCKWOOD,
Notary Public for New York County.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
THE POWER HOUSE—92X36 feet.

REPORT OF ATTENDING PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—During the first quarter of the past year the health of the pupils was in the main in a very satisfactory condition, the number of those who presented themselves for treatment for various trivial ailments being much smaller than in former years, an improvement which in my judgment may properly be ascribed to the systematic physical instruction given in the gymnasium.

About the middle of January, however, an epidemic of a most serious nature began to develop, and for nearly the whole of the succeeding four months the Institution was under strict quarantine by order of the Board of Health, and its resources for caring for the sick taxed to the utmost.

On the 19th of January a case of measles was found at the Mansion House, and was followed day by day by others to the number of sixty-three. While these were under treatment in the hospital wards in the Main Building and the Cottage Hospital, a case of diphtheria was found in the latter. This disease also spread, seven other pupils, one female teacher, two female tutors and one trained nurse, being affected. The majority of the pupils attacked were Mansion House boys. In five of them it assumed the form of membranous croup. Four of these, and the patient who first contracted the disease, died.

Careful investigation failed to detect the source of either disease, and their coming can be ascribed only to some undiscovered contact with outside cases, both maladies being epidemic in the city at the time.

Four extra nurses, in addition to our regular nurse, were constantly employed during the epidemic, and our consulting physicians, Drs. Herrick and Leale, as well as the representative of the Health Board, made numerous visits to the sick. Our Principal was indefatigable in his devotion to the welfare of those under his care, both pupils and employes, and all the members of the executive staff vied with him in sacrificing their own comfort and risking their health in performing the extra duties which devolved upon them.

That the number of cases of diphtheria was not much larger, where so many small children were exposed, was doubtless due to the free use of antitoxine as an "immunizing" agent. This substance was used in about sixty pupils who had been exposed to the disease, hav-

ing slept in rooms in which cases developed, and in only one of them, and that a very slight case, were the germs afterwards detected.

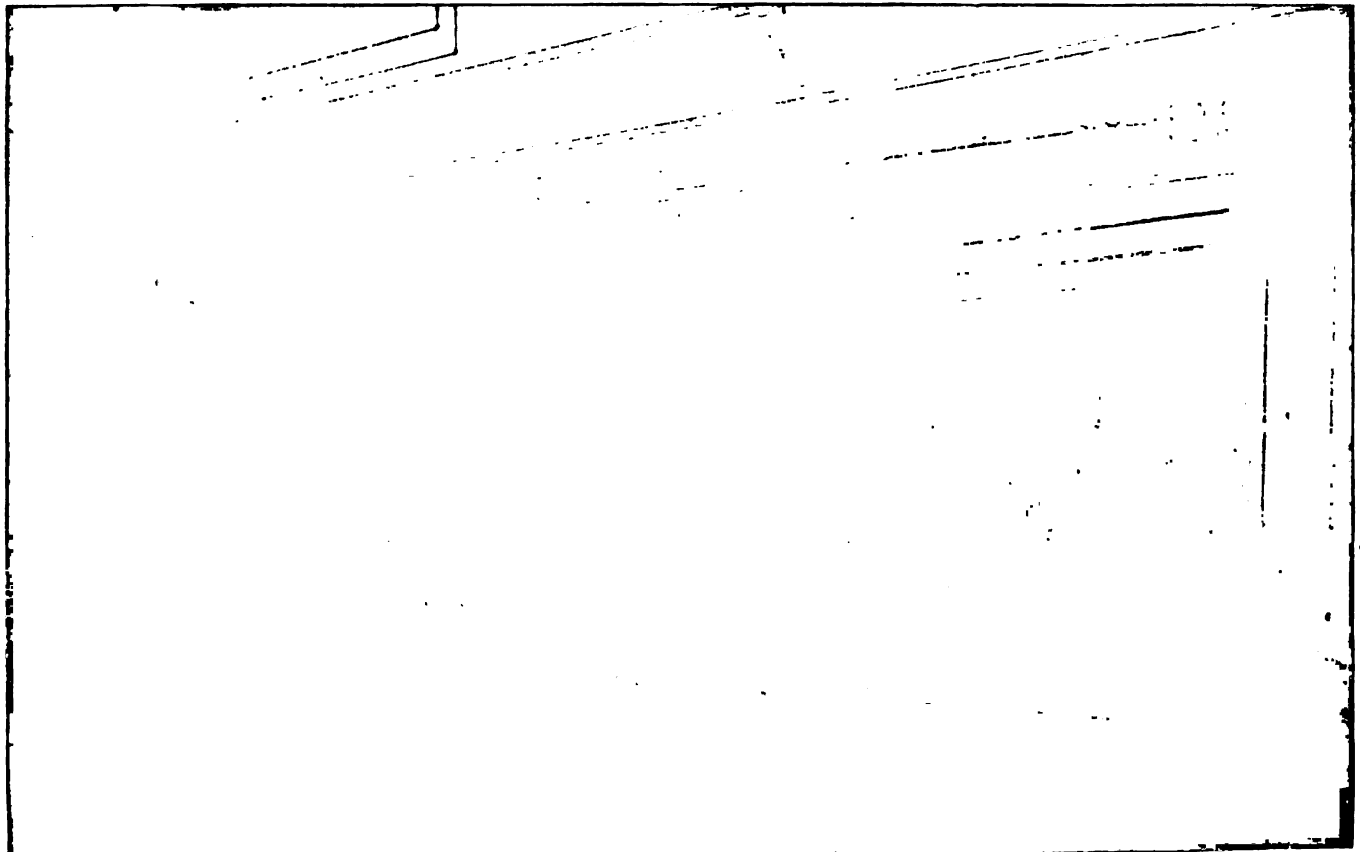
The gradual disappearance of measles (which caused two deaths) and diphtheria, was followed by the invasion of epidemic influenza, which attacked more than seventy patients. This malady still further lowered the vitality of many of the convalescents, and doubtless contributed to hasten the end of a little girl, who died rather unexpectedly from chronic disease of the heart.

There have also been a large number of cases of tonsillitis, some of ringworm (nearly all relapses), and whooping-cough, chicken-pox and German measles, have each contributed to swell the unusually large number of cases of disease appended to this report.

Diseases.	Cases.
Abscesses	5
Bronchitis	1
Burns	1
Chicken-pox	3
Circumcision	1
Diphtheria	11
Eczema	12
German measles	5
Heart disease	1
Influenza	77
Measles	64
Meningitis	1
Orchitis	2
Phthisis	1
Pleuritis	3
Pneumonitis	2
Synovitis	1
Tonsillitis	51
Rheumatism	2
Ringworm	15
Whooping cough	13
Wounds	6
Total	278

W. T. ALEXANDER, M. D.

October 1, 1896.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

BOILER HOUSE — STEAM POWER HOUSE.

REPORT OF THE OPTHALMOLOGIST AND OTOLOGIST.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—I take pleasure in submitting the following list of cases coming under my care at the Institution, during the fiscal year just brought to a close.

OPHTHALMOLOGICAL.

	CASES.	REMARKS.	CASES.
Conjunctivitis.	6	Cured.	6
Hyperopia.	4	Glasses.	4
Keratitis.	1	Cured.	1
Myopia.	3	Glasses,.	3
Occlusion Pupil.	1	Iridectomy Pending . . .	
Strabismus.	4	Tenotomy Pending. . . .	

OTOLOGICAL.

	CASES.	REMARKS.	CASES.
Abscess Middle Ear.	1	Cured.	1
Otitis Media Catarrahalis. . . .	2	"	2
Eczema Auricle.	3	"	3

FREDRICK C. RILEY, M.D.

REPORT OF THE DENTIST.

NEW YORK, November 1, 1896.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—Error alone is complex, all truth is simple—when we come at it, so much so it would seem one need not have much to say; only that speaking is so easy, especially when one has nothing more disagreeable to relate than the report of the dental work for this Institution, for the year ending November 1, 1896, which report I herewith respectfully tender:

Number of hours' work	219
Number of Fillings placed	517
Number of Extractions made	57

Three pupils each had a tooth which was better out than in. With these exceptions, the extractions have been confined, as usual, to the new pupils and the deciduous teeth of the little ones.

A word of praise is due the pupils for the zealous care taken of the teeth by all except a very small percentage of them.

My only regret is that other institutions cannot more easily become acquainted with our dental status, and observing the ease with which it is maintained, be impelled by our example to go and do likewise.

Very faithfully,

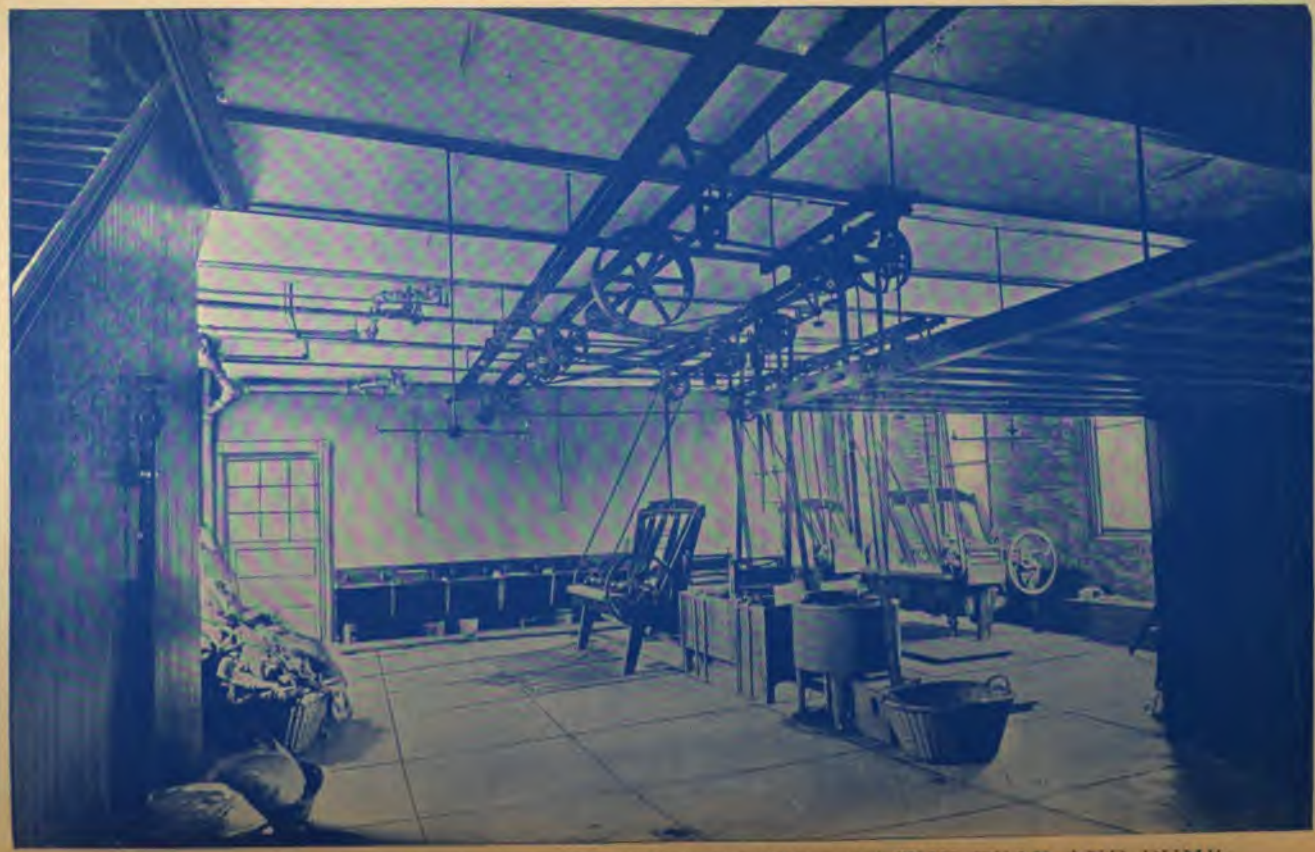
CHARLOTTE E. BENTON, D.D.S.

this State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been a resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, or guardians, or friends, in such manner and at such times as the Superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, }
County of..... } *ss.:*

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the..... day of....., 18 , and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to Section...., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

.....

Dated.....18 .
This act to take effect immediately.

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, }
County of..... } *ss.:*

I have this day selected.....of the town of..... county of....., son [or daughter] of.....who, was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of....., 18 , to the..... day of....., 18 (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of Section....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... }
of the town of
.....

Dated....., 18 .

APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at One Hundred and Sixty-third Street and Eleventh Avenue, New York City:

The undersigned, desiring to procure the admission of..... as a State pupil, in the institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts:

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State.....County.....Town or City.....

NOTE.—(Name street and number.)

How long has the applicant lived in the State of New York?

Answer.....

How long in the county above named?

Answer.....

State full names of parents, guardians, or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians, or nearest relative, as follows:

State.....County.....Town or City.....

State how long the above-named parents, guardians, or nearest relative have lived in the State of New York.

Answer.....

How long in the county above named?

Answer.....

When was the applicant born?

Answer.....

State where.

Answer.....

Is the applicant of good moral character; free from disease; and does he possess intellectual faculties capable of instruction?

Answer.....

Has the applicant ever been a pupil in any institution for the. and if so, what one, and for how long?

Answer.....

Has the appl..ant, or the parents, relative or guardian, above

named, sufficient pecuniary ability to pay for any portion of the board, tuition, or clothing of said applicant at said institution?

Answer.....

.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }
County of..... } *ss.:*

The undersigned, being duly sworn, says that..... is the parent, guardian, or relative of applicant above named, and that the above statement signed by.....is true to the best of.....knowledge and belief.

.....

Sworn to before me, this.....
day of.....18 .

.....

.....

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK, OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

TO THE HON.....

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from..... and that clothing be furnished by.....

.....

Principal.

FORM OF BOND.

Know all men by these presents, that we.....of in the county of.....and State of, and of in the county of.....and State of.....are held and firmly bound unto.....the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office, in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of A. D.....

Whereas.....of..... ..in the county of.....and State of.....has been or is about to be admitted as a pupil in the institution aforesaid;

Now, therefore, the condition of the obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said.....as such pupil, the sum of three hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said..... ; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in the presence of

.....[L. S.]

.....[L. S.]

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held, *viz.:* At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

This Institution holds in perpetual and grateful remembrance the names of its

MUNIFICENT BENEFACTORS.

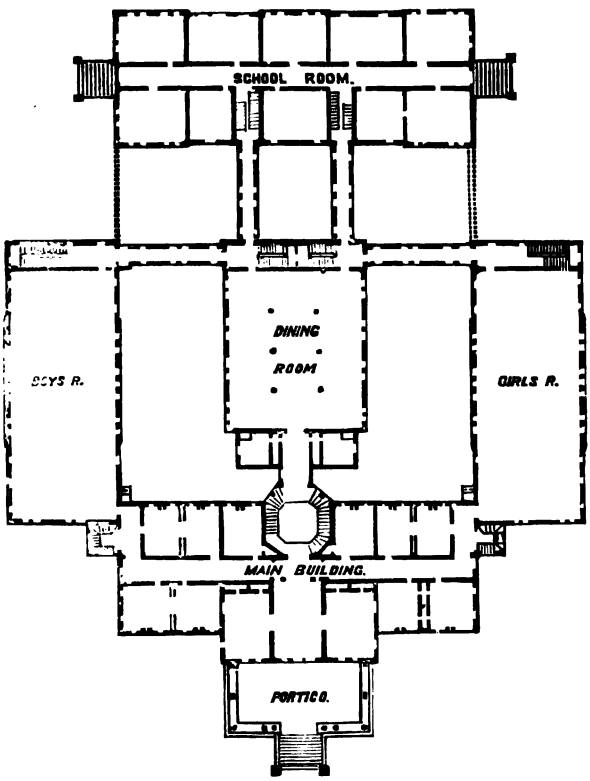
Ephraim Holbrook.	Seth Grosvenor.
William Dennistoun.	Simon V. Sickles.
Elizabeth Demilt.	Thos. C. Chardavoyne.
Madame Eliza Jumel.	James Anderson.
Sarah Stake.	Thos. Frizzell Thompson.
Sarah Demilt.	Thomas Riley.
John Noble.	James N. Cobb.
Thomas Egleston.	Elizabeth Gelston.
Samuel S. Howland.	Robert C. Goodhue.
Thomas Eddy.	Daniel Marley.
Benj. F. Wheelwright.	Eliza Mott.
Maria M. Hobby.	Samuel Willetts.
Benjamin Abrams.	James Kelly.
John Alstyne.	Leona L. Bolles.
Mary Rogers.	Benj. F. Butler, Sr.
Julia A. Delaplaine.	Charles W. Cooper.
Mrs. John F. Norbury.	Elizabeth Fogg.

George P. Clapp.

CONTENTS.

SEVENTY-EIGHTH ANNUAL REPORT.

	PAGE
List of Officers, Directors, etc.	9
Directors' Preface	15
Report of the Principal	17
Report on the Annual Examination	36
Baccalaureate Sermon	81
Annual Commencement	86
Financial Statement	98
Report of the Attending Physician	101
Report of the Ophthalmologist and Otologist	103
Report of the Dentist	104
Situation of the Institution	105
Terms of Admission	105
Laws and Blank Forms	108
Public Meetings	114
Form of Bequest	114
List of Munificent Benefactors	115



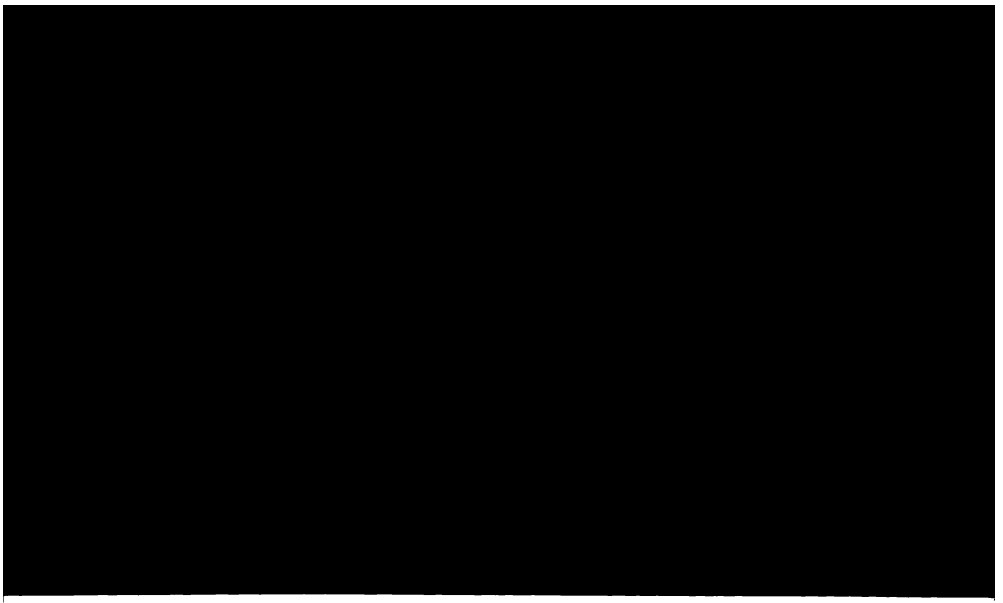
PRINCIPAL FLOOR.
SCALE.

Pam.
(c T.V. 12.)

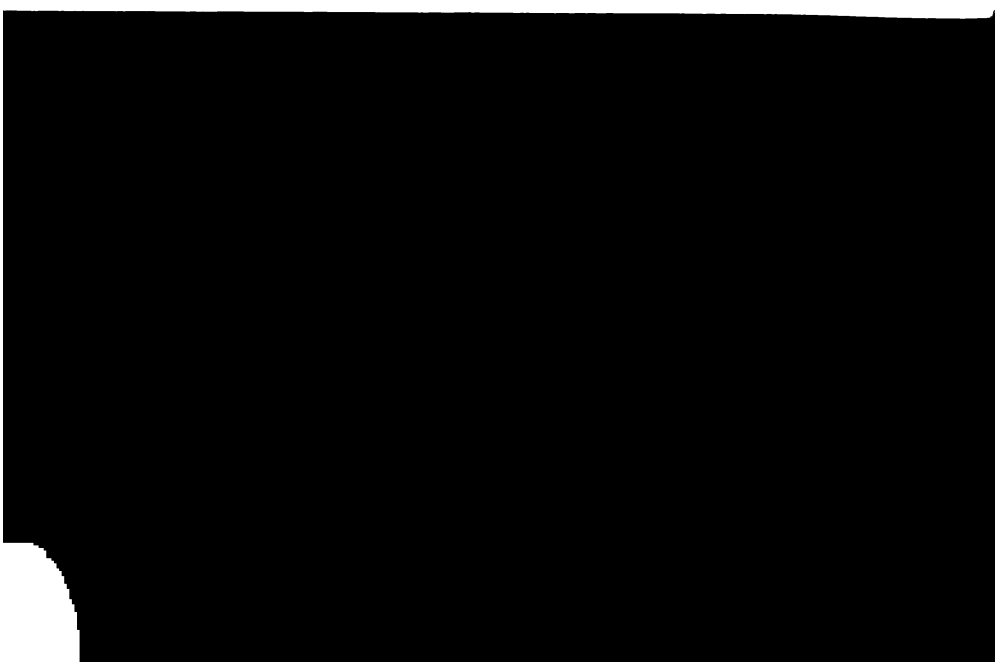
The New York Institution
for the
Instruction of the Deaf and Dumb

Seventy-Ninth Annual Report

1897



With the Compliments of Principal Currier.



SEVENTY-NINTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1897.



NEW YORK:
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1898.

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 181

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

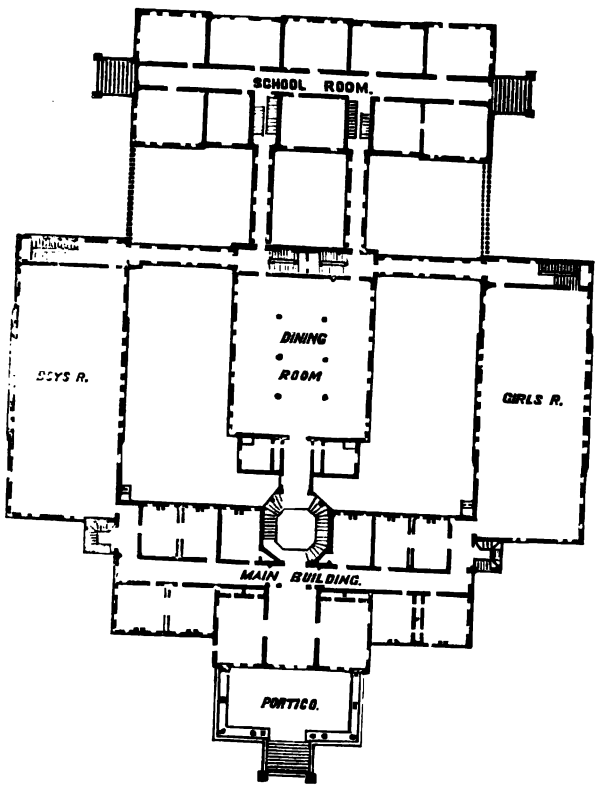
Total number of pupils who have received instruction during the seventy-nine years since its organization, 3,675.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough Instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director, has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

ENOCH HENRY CURRIER, M. A.



PRINCIPAL FLOOR.
SCALE.

Pam.
(c IV, 72)



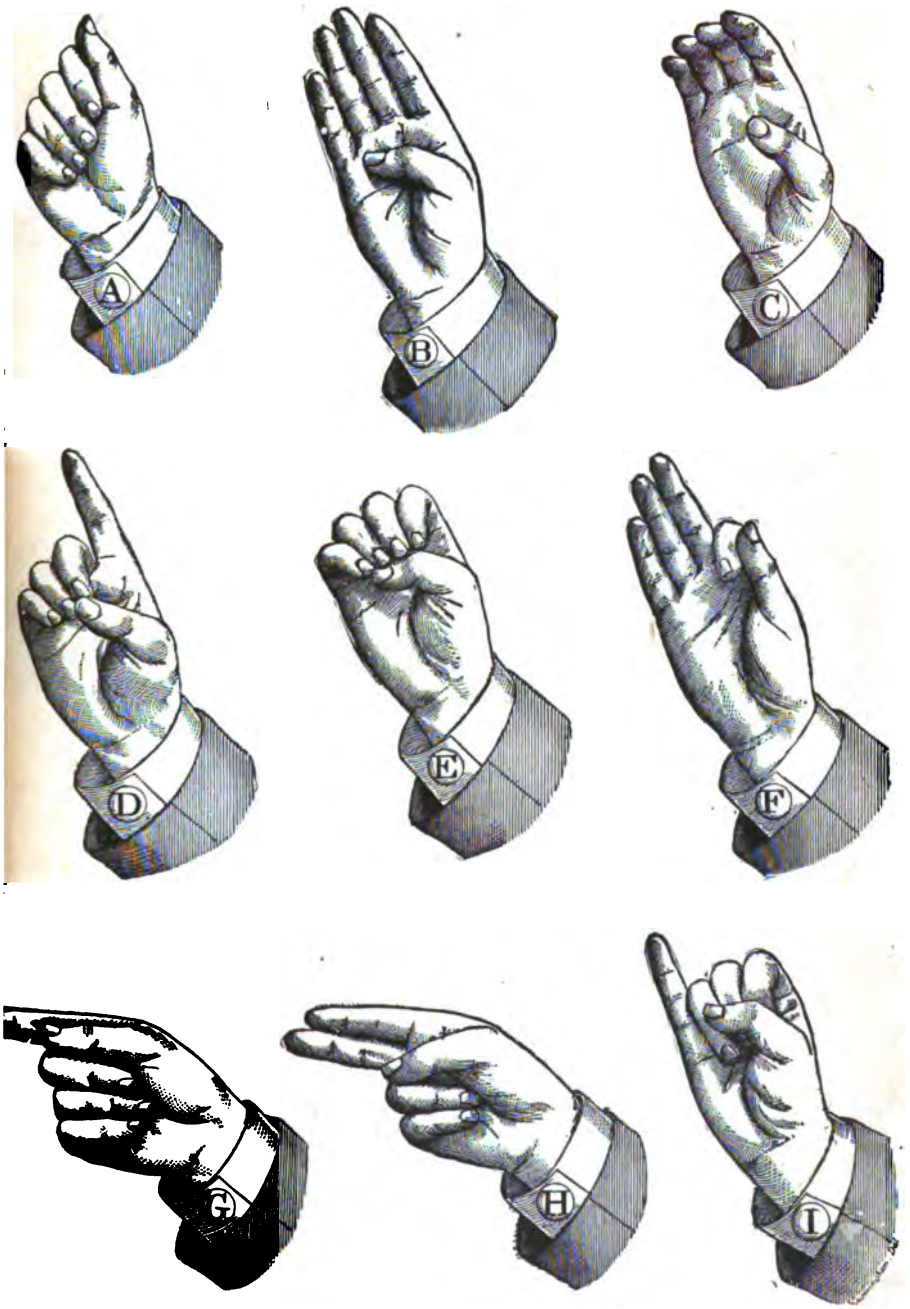
The New York Institution

for the

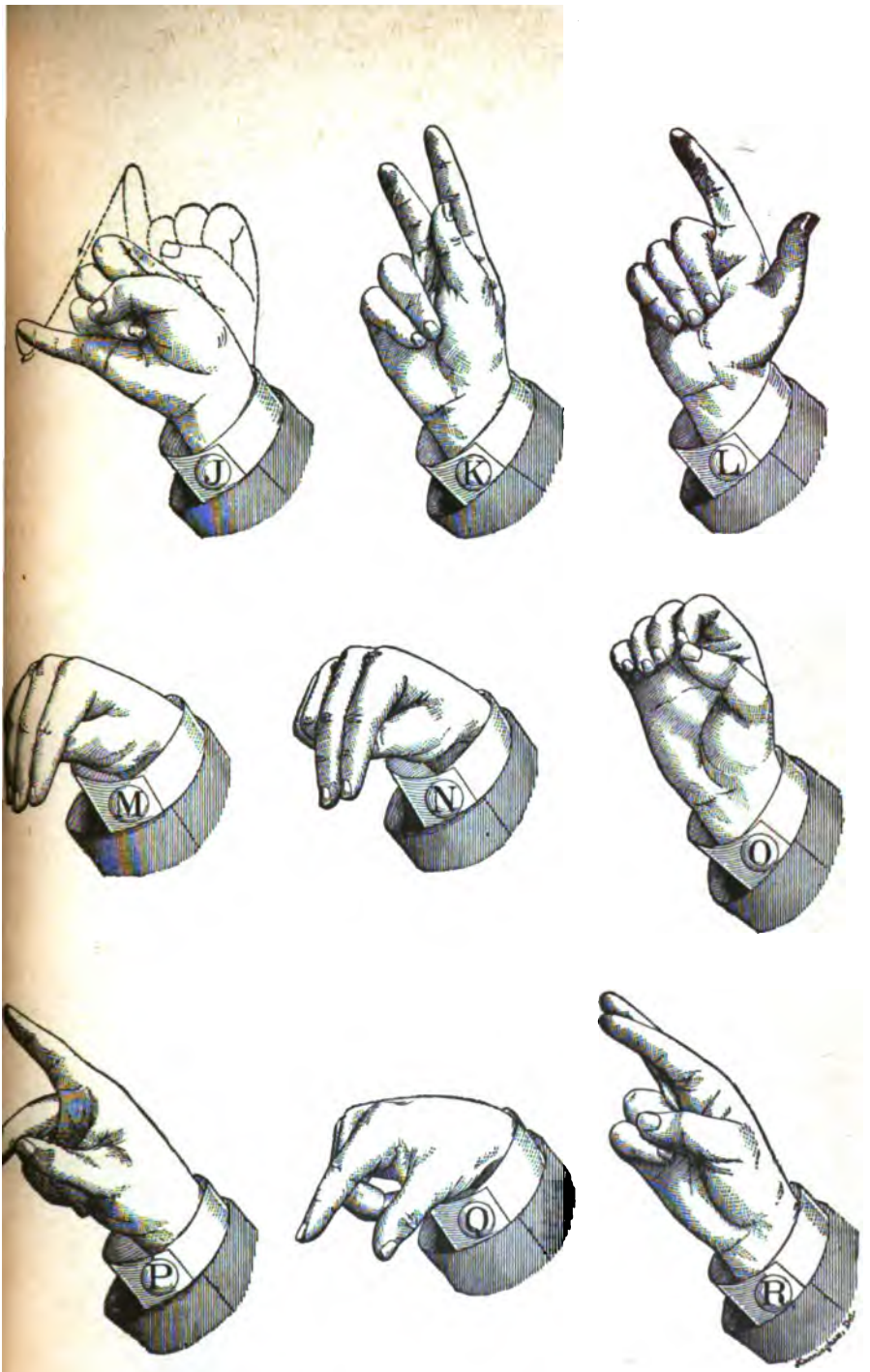
Instruction of the Deaf and Dumb

Seventy-Ninth Annual Report

1897



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE

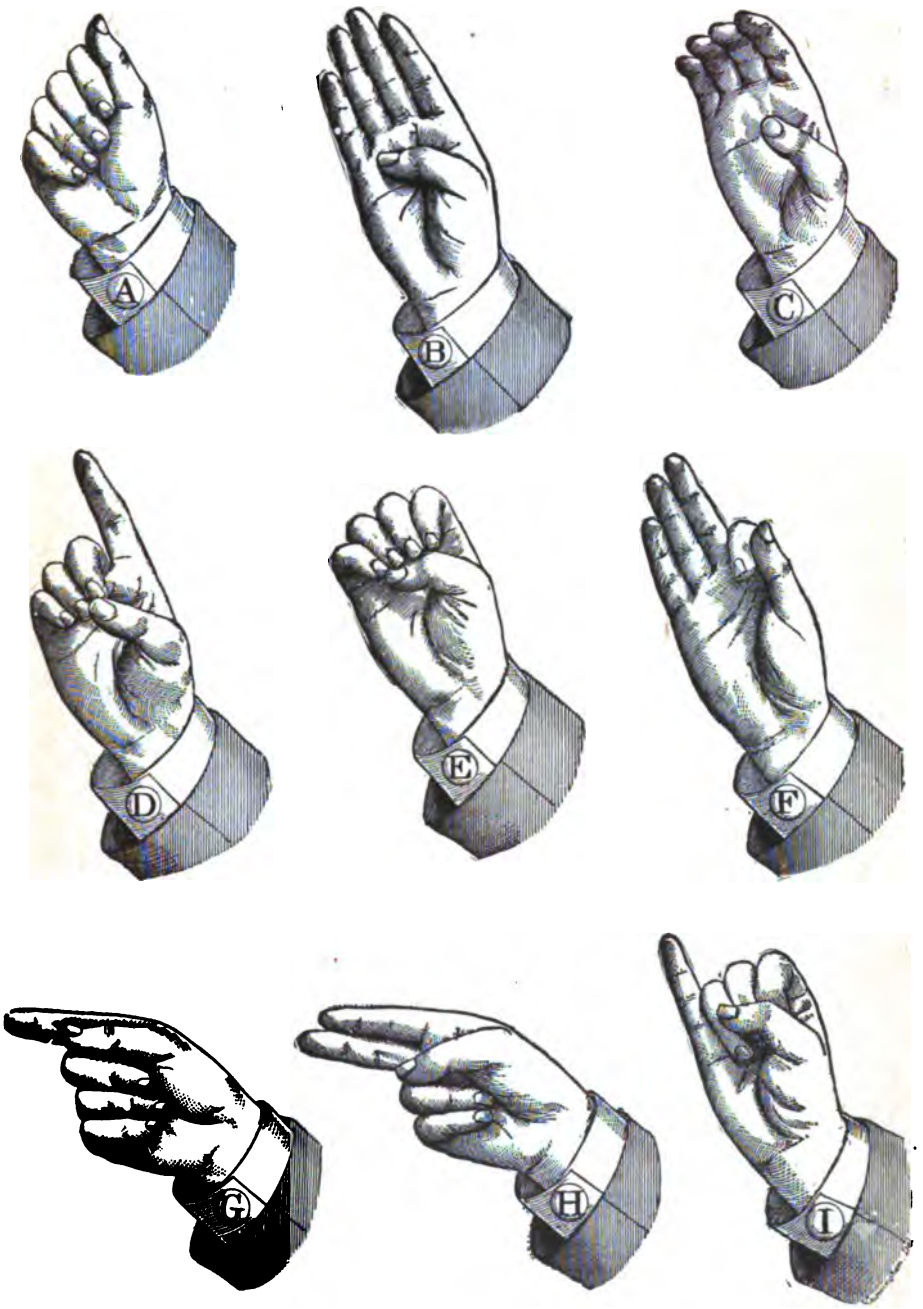
Total number of pupils who have received instruction during the seven nine years since its organization, 3,675.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Educa of the ear where there is a remnant of hearing. A course of stu equivalent to that of common schools and academies. A mechanic trade given to each pupil. Classes in cooking for the pupil Thorough Instruction in all departments of Art a special feature this Institution. A completely equipped Gymnasium under t supervision of a Physical Director, has been provided. A departme for instruction in floriculture has been established. Military Drill f the boys.

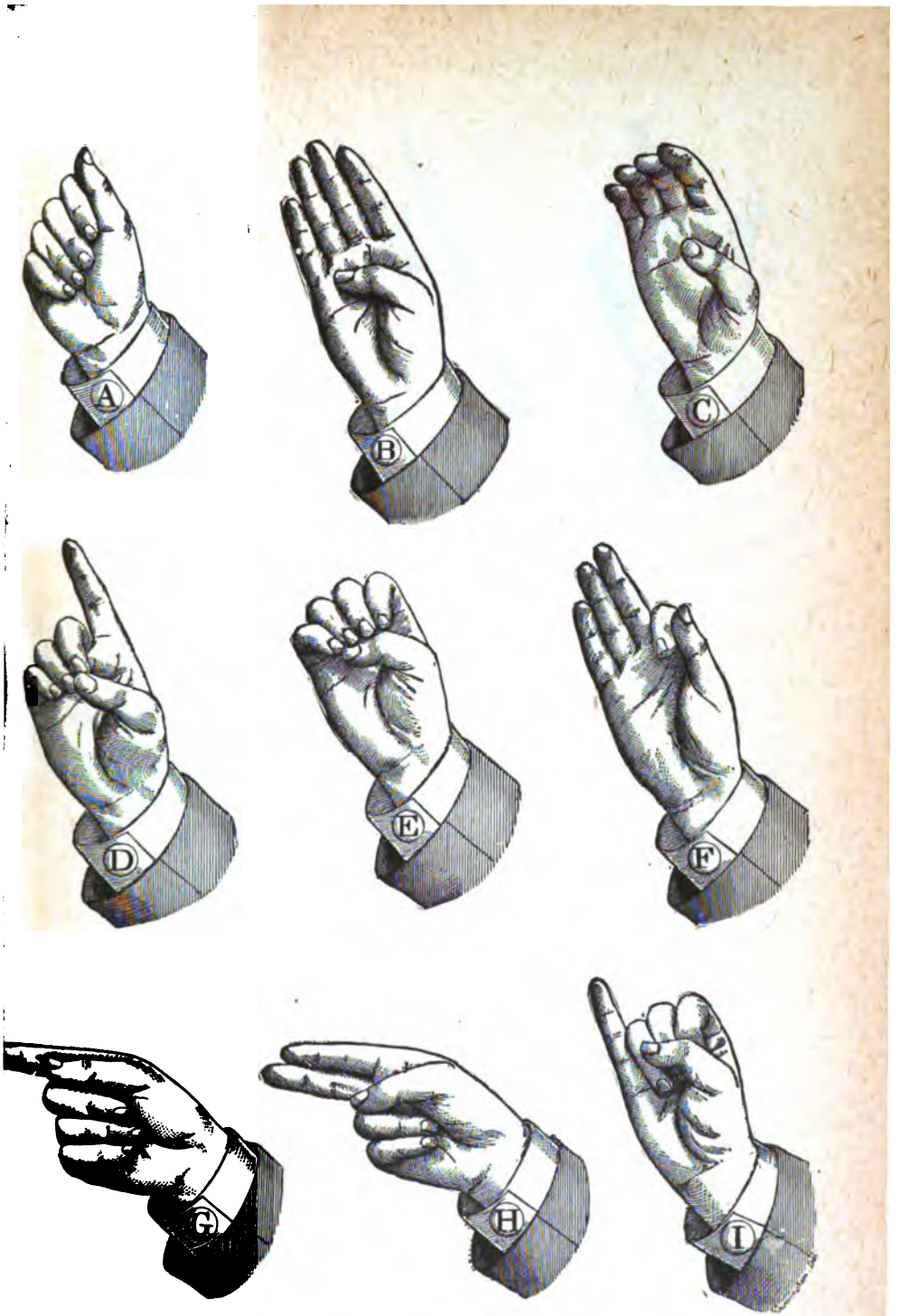
The Institution is delightfully situated on a high bank overlookin the Hudson, at a point where West 163d Street would, if opened, in tersect the Twelfth Avenue. The entrance to the grounds, whic embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should b addressed to the Principal.

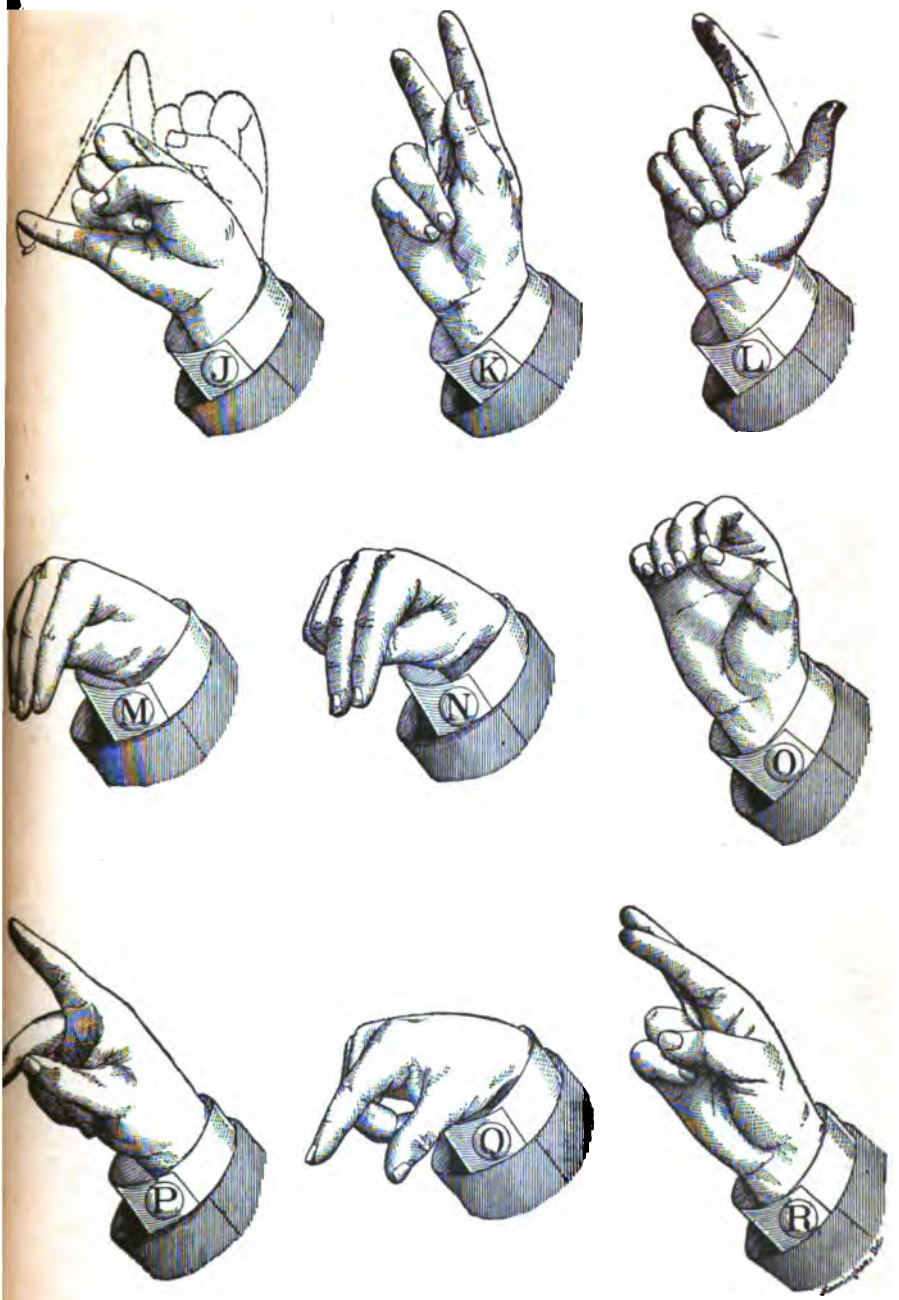
ENOCH HENRY CURRIER, M. A.



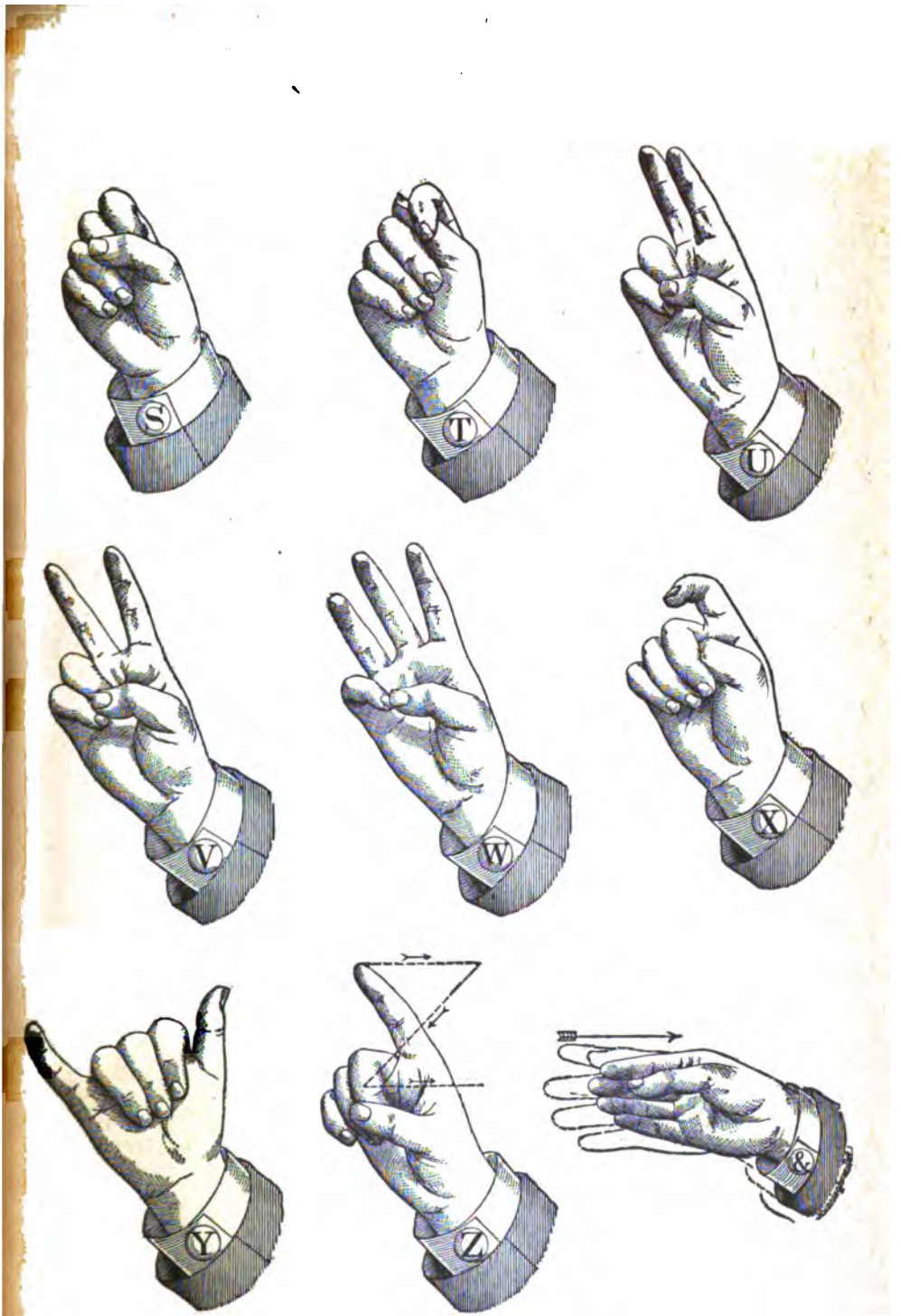
AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MAIN BUILDING FACING SOUTHWEST—150x55 feet, with two wings, each 120x46 feet.

OFFICERS AND DIRECTORS.

PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT.

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT.

MORRIS K. JESUP.

TREASURER.

EDWARD M. TOWNSEND.

SECRETARY.

THATCHER M. ADAMS.

First Class—Term expires May, 1898.

HEWLETT SCUDDER.	REV. CHAS. A. STODDARD, D.D.
HON. E. L. FANCHER, LL.D.	EVERETT HERRICK, M.D.
AVERY T. BROWN.	JAMES B. FORD.
BENJAMIN PERKINS.	EDWARD M. TOWNSEND, JR.

Second Class—Term expires May, 1899.

MORRIS K. JESUP.	JAMES O. SHELDON.
EDWARD M. TOWNSEND.	WALTER H. LEWIS.
THATCHER M. ADAMS.	EDWIN LANGDON.
GEORGE F. BETTS.	ARCHIBALD D. RUSSELL.

Third Class—Term expires May, 1900.

REV. THOS. GALLAUDET, D.D.	FRANCIS V. GREENE.
WILLIAM GREENOUGH.	CHARLES A. LEALE, M.D.
JOHN L. TONNELE.	W. M. V. HOFFMAN.
JOHN T. TERRY.	FREDERICK J. DEPEYSTER.

STANDING COMMITTEES.

Executive Committee.

JOHN T. TERRY, *Chairman.*

JAMES O. SHELDON. FRANCIS V. GREENE.
BENJAMIN PERKINS. HEWLETT SCUDDER.

Finance Committee.

JAMES B. FORD, *Chairman.*

W. M. V. HOFFMAN. EDWIN LANGDON.

Committee of Instruction.

CHARLES A. LEALE, M.D., *Chairman.*

AVERY T. BROWN. EDWARD M. TOWNSEND.
ARCHIBALD D. RUSSELL. EDWARD M. TOWNSEND, JR.

Law Committee.

HON. ENOCH L. FANCHER, LL.D., *Chairman.*

THATCHER M. ADAMS. GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN, *Chairman.*

WALTER H. LEWIS. WILLIAM GREENOUGH.

Committee on Nominations.

MORRIS K. JESUP, *Chairman.*

REV. CHARLES A. STODDARD, D.D. AVERY T. BROWN.

MRS. ETHAN ALLEN.....*Chairman.*
MRS. HENRY M. DAY.....*Secretary.*
MISS M. B. REID.....*Treasurer.*

MRS. JOHN T. TERRY. MRS. CHARLES A. STODDARD.
MRS. HENRY A. OAKLEY. MRS. WILLIAM GREENOUGH.
MRS. EDWARD G. JANEWAY. MRS. HELENA T. BROWN.
MRS. EDWARD. M. TOWNSEND. MISS HARRIET TABER.
MISS CAROLINE DELANO. MISS CAROLINE H. PATTERSON.
MRS. EDGAR S. AUCHINCLOSS. MISS V. B. GALLAUDET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ACADEMICAL BUILDING 150x55 feet.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

EMERITUS-PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

THOMAS FRANCIS FOX, M.A., *Senior Assistant and Librarian.*

WILLIAM G. JONES, M.A.	W. BARLOW HILL, M.A.
ROBERT D. HOYT, B.A.	CHARLES W. VAN TASSELL.
IDA MONTGOMERY.	MARY L. BARRAGER.
EVA E. BUCKINGHAM.	ETHEL R. C. CAPARN.

KATHARINE B. SCHENCK.

KINDERGARTEN.

FAYETTA PECK, *Directress Male Department.*

MARGARET S. McGILL, *Directress Female Department.*

AMELIA E. BERRY.	HELEN B. ANDREWS.
MARGARET B. CLARK.	EDNA B. LEWIS.
LENA STRYKER.	ELIZABETH M. BURGESS.

KATHERINE L. GEORGE.

SPECIAL TEACHERS OF ARTICULATION.

PRUDENCE E. BURCHARD.	HELEN B. ANDREWS.
GRACE H. STRYKER.	HARRIETT C. HALL.
BESSIE L. NIXON.	FLORENCE G. S. SMITH.
STELLA B. HANMER.	W. BARLOW HILL, M.A.

ANNA H. CLARK, B.A.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

GABRIELLA MARIE LEPRINCE.

EDUCATIONAL DEPARTMENT—*Continued.*

DEPARTMENT OF LIP-READING, ARTICULATION, AND AURAL DEVELOPMENT.

W. BARLOW HILL, M.A.
HELEN B. ANDREWS.
BESSIE L. NIXON.
EVA E. BUCKINGHAM.
ROBERT D. HOYT, B.A.
ANNA H. CLARK, B.A.
MARGARET S. McGILL.
MARGARET B. CLARK.
KATHARINE B. SCHENCK.
KATHERINE L. GEORGE.
GRACE H. STRYKER.
PRUDENCE E. BURCHARD.
HARRIETT C. HALL.
FAYETTA PECK.
FLORENCE G. S. SMITH.
STELLA B. HANMER.
ETHEL R. C. CAPARN.
LENA STRYKER.
EDNA B. LEWIS.
ELIZABETH M. BURGESS.
AMELIA E. BERRY.

PHYSICAL DIRECTOR.
TREVANION G. COOK.

PRINCIPAL'S SECRETARY.
HELEN M. BOSTWICK.

THE HOUSEHOLD.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

EVERETT HERRICK, M.D. CHARLES A. LEALE, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

DENTIST.

CHARLOTTE E. BENTON, D.D.S.

STEWARD.

CURTIS WILCOX.

ASSISTANT STEWARD.

HUGH CONLEY SEWARD.

CLERK.

WILLIAM H. VAN TASSELL.

ACCOUNTANT.

JOHN V. MILLER.

MATRON.

MRS. JULIA F. WILCOX.

ASSISTANTS.

MISS PRUDENCE LEWIS. MISS MYRA M. LONG.
MRS. MARY E. LOESER. MISS LOUISE E. HOBBS.
MISS MARY LEWIS.

NURSE.

MISS ANNIE GORRISON.

THE HOUSEHOLD—*Continued.*

TUTORS.

W. H. VAN TASSELL.
W. G. SHANKS.
E. S. BURDICK.
FLORENCE A. DIVINE.
ANNIE DOUGHERTY.
EDITH SOULE.
C. W. VAN TASSELL, JR.
JENNIE A. McGOLDRICK.
KATE ROBERTSON.
NELLIE CRULL.
AGNES CRAIG.
LUCRETIA CORE.
EMMA MAKINSON.
MATILDA CAMPBELL.
EMMA A. FISCHER.

ENGINEER.

JOSEPH H. BANKS.

ASSISTANTS.

BENJAMIN LIMBERT, JR.
JAMES JAMISON.

NIGHT SUPERVISORS.

WILLIAM L. HANSON.
ALBERT H. KING.
MAGGIE DONLAN.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The New Trades School Building. 100x30 feet.

TRADES SCHOOLS.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

MASTERS.

PRINTING.

EDWIN A. HODGSON, M.A.
ANTHONY CAPELLI, *Assistant.*

CARPENTRY AND CABINET-MAKING.

EDWARD CLEARWATER.

TAILORING.

JACOB KLAEN.

HORTICULTURE.

WILLIAM DICKSON.

GARDENING.

ALBERT METZGER.
JAMES McCUE, *Assistant.*

BAKING.

THOMAS BEATTY.

DRESSMAKING.

IDA WEBENDORFER.

SHIRTMAKING.

SOPHIE KLEINHAUS.

PLAIN SEWING.

FANNIE WEIDHAUS.

COOKING.

MRS. JULIA F. HOTCHKIN.



STATE INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

SEVENTY-NINTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Seventy-Ninth Annual Report, for the year ending September 30th, 1897.

The Report of the Principal, of the other officers of the Institution, of the Annual Examination, and the Financial Report of the Treasurer, are also presented herewith.

The health of the pupils has been excellent, especially when is considered the large amount of inherited disease and weakness which prevails among children of their class.

We refer with pride to the able treatise on Deaf-Mute Instruction embodied in the Principal's Report, which indicates that the writer has not only had large experience in such matters, but also possesses a well-defined comprehension of the entire subject, even to the most minute details.

The question of admitting pupils at an early age is so very thoroughly and clearly discussed, as to prove conclusively the desirability of commencing education as soon as it is possible for them to be sent to school.

The statement of the results secured by the physical training and military drill, will be found of value to those interested in the advancement of educational work among this special class. But a short time ago it was deemed impossible to succesfully teach military evolutions to the deaf, but the experience in our own Institution has shown that it can not only be accomplished, but that their proficiency in the school of the soldier shall cause surprise, not only to the casual observer, but also to those experienced military officers who have from time to time reviewed and inspected the battalion. It is a matter for congratulation that the deaf can now enjoy the beneficial results of this training, which is found to be of so great aid to discipline, that important factor of true success in life.

The additional equipment in fire extinguishing apparatus is now so complete, our rates of insurance have been materially reduced.

The classes recently established in cooking, gardening and floriculture for the boys, have already proven the wisdom of this extension to our Trades School system.

The receipts for board and tuition were $74,782.29, and the house expenditures $112, 845.29. The deficit, $38,063, occasioned by non-payment of County Scholarships chargeable to New York and Kings, was made good from the private funds of the Institution.

The vacancy in the Board of Directors caused by the death of Hon. Albert M. Patterson, has been filled by the election of Mr. Edward M. Townsend, Jr., a son of our Treasurer.

At the risk of repetition, we must again urge on your honorable body the enactment of legislation on the following matters:—

FIRST :—The increase of State Scholarships for pupils to $300 per annum for each pupil.

SECOND :—A compulsory education law for deaf children, which shall also prevent parents from taking their children away before the end of the full term authorized by law.

THIRD :—An amendment to the existing laws, which shall make a residence of one year in the State, instead of three, sufficient for the admission of pupils to State Scholarships.

FOURTH :—Amendment to existing laws, whereby the education of the deaf shall be wholly provided for by the State, instead of by the Counties, from the age of five to twelve years, and by the State after that age, so that the State Superintendent of Public Instruction, *only*, shall have the appointment and supervision of all deaf children of school age, resident in the State.

Thanking your honorable body for just and liberal treatment for so many years, and with assurances that the New York Institution for the Instruction of the Deaf and Dumb, the first established Oral school for the deaf in America, will, with constant improvement in methods and management, continue, in the future, as in the past, to maintain its position at the head of all schools for this special class, this report is respectfully submitted.

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG RAISING AT THE BEGINNING OF THE SCHOOL DAY.

REPORT OF THE PRINCIPAL.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The Seventy-Ninth Annual Report of the Institution, the same being for the year ending September 30, 1897, is herewith submitted for your consideration.

The health of the large family has, throughout the entire period covered by this report, been excellent, and consequently the interruptions to the regular course of study have been comparatively few. It is a matter for special thankfulness that this household, comprising nearly six hundred people, the majority of whom are children of tender years and of low vitality, should be able, even with the exercise of the greatest care in matters hygienic, to present a record so nearly perfect.

SUMMARY OF ATTENDANCE.

	Males.	Females.	Total.
Number of pupils connected with the Institution, Oct. 1, 1896	248	137	385
Admitted during the year	46	31	77
	294	168	462
Re-admitted during the year	2	1	3
Whole number for the year	296	169	465
Discharged during the year	42	30	72
Connected with the Institution, Sept. 30, 1897	254	139	393

From a perusal of the foregoing table it will be seen that 465 pupils have been present during the year, 296 being males and 169 females; supported as follows:

	Males.	Females.	Total.
By the State	146	92	238
By the Counties	133	62	195
By the State and Counties	11	10	21
By the Parents and Guardians	3	5	8
By the Institution	2	0	2
By the State and Institution	1	0	1
	296	169	465

The number of pupils, aside from graduates, who have left during the year is considerably larger than shown in past reports, and is due to the failure of certain ones to show sufficient advancement in mental development to warrant a longer continuance as pupils, although ample time had been permitted them to exhibit indications of a response to the efforts made to lead them from the darkness of ignorance.

One of the most important considerations for the Principal of an Institution like this, is the one which would not, perhaps, be regarded as of marked importance by the non-expert—the fact that the special class of children for whose benefit this Institution was established are not alike. To the ordinary individual the expression "deaf-mute" would cover, without regard to peculiar conditions, all children who are to be found within the Institution but there are three distinct divisions, *viz.*:—

The toto-congenital mute ; the semi-mute ; and the semi-deaf.

Affecting each of these grand divisions, to greater or lesser degree, are the limitations imposed by physical conditions, environment, and by the benefit of ancestry. It will, therefore, be readily understood, that a system of instruction must be sufficiently broad and comprehensive, as well as flexible, to successfully meet the necessities of these classes and form a line of procedure which will best develop the latent faculties of each individual. Means that would secure the desired results with the toto-congenital mute would fail with the semi-deaf, and *vice versa*. Then, too, the age at which the education is begun must be considered in determining whether the child be capable of development and education. The mind of the hearing child, through the sense of hearing, is exercised from the very moment that life begins, but the deaf child, living in unfathomable silence is, from the nature of his affliction, prevented from such growth or develop-



NFW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG LOWERING AT THE CLOSE OF THE SCHOOL DAY.

ment, and suffers mental atrophy unless effort is made to establish connection between the silent life and the world of sound. Thus it will appear that the mental powers of the uneducated deaf-mute lie nearly dormant, and the faculties of the mind, such as memory and judgment, remain almost wholly undeveloped, and this is owing not to any inferiority of these faculties, but to the want of hearing which shuts him out from the interchange of mind action, and from the acquisition, through the sense of hearing, of a language which has been perfected only by the efforts of the highest and most perfect minds of the race through successive generations. The isolation of the deaf-mute is so great that it is a work of prodigious effort to sharpen his faculties and stimulate his mental development. The child who hears, on the contrary, when his systematic education begins, has already a comprehension of language; but, for the deaf child, the language must be instructed piece by piece, and the additional labor that is required to explain the ideas which words represent to meet his unaccustomed thought that has hitherto only been accustomed to dwell upon sensible propositions, is one in which enthusiasm, intelligence, ingenuity and experience, on the part of both teacher and pupil, are requisite to give a satisfactory reward.

Many of the theorists of the present day reason that the deaf-mute, so far as mentality is concerned, is as the hearing child, and, therefore, that the same methods that are successfully pursued in the schools for the hearing should be followed in the schools for the deaf. That they do not comprehend the limitations imposed by deafness, is manifest.

In judging of the attainments of the deaf child, it is necessary to bear in mind that for him to acquire a knowledge of the English language is far more difficult than for the hearing child to acquire a knowledge of any of the dead languages. The deaf child, then, is a foreigner with the added disadvantage that he does not possess any form of written language with which to communicate his thought and feelings, consequently when he attempts, by means of the English language, either in its written, spelled or spoken form, to express himself, it is not to be wondered at that his phrasings shall not only lack grace and ease, but that they shall not present perfect idiomatic form.

At the present these deaf-mutisms, so called, are by many attributed to the deaf-mute's use of signs or pantomime, and this satisfies those who are unacquainted with the true difficulty.

The following attempts of hearing foreigners to express themselves in connected English will, to the impartial mind, be sufficient proof

that a use of a gesture language cannot be charged as the cause of failure to comprehend fully the English language.

"A Summer Holiday," written by a French pupil in an English school; "A Composition on the Whale," by a Japanese boy in an English school; a letter in English from a Japanese merchant; and a short note by a graduate of a School for the Deaf where no signs are allowed; will be sufficient illustration of the subject.

"A SUMMER HOLIDAY."

"The time which I was spending to accomplish that journey was eight hours by express train, starting from Montparnais station. This road is a very pleasant one, and without account the numerous towns which the peoples are going so often are: Baths, swim, the immensity of the large space occupy with that water, and so wonderful aspect, chiefly when we are seeing that for the first time; the great many steamers, sailors, fishing boats, moving to the sea with a astonishing easiness, the fishes of all kinds took each day by the fishermen, along the shore, and the games, such as croquet, lawn tennis, cards and many others, when the tide begin to go away. In that place it begin at two o'clocks to five, and then the place which it was occupying before is full of people amusing themselves, and the children carrying their things, begin to make many sand mountains, among herselves, seeing with a great joice the pleasure which occupy their children. When the weather is clear and the sky without any clouds, they let a boat and sail along a little distance, walking here and there, fishing in the rocks the lobsters putting their breeches on the knees in order do not make their feet wet, and when the dusk begin to fail, they start from the seashore and entering in the houses or hotels, discute about the pleasures of the day. Oh! then how they find themselves happy in these hours of peace always thinking to they pleasure, they do not doubt at all the kinds of sorrow in this short life, and do not thing no more to the poor people, whom has not so much good, in order to rejoice himself as well as these fortunate travelers making every year the same thing in order to preserve their own health in breathing the well-doing air of the sea, which give appetite, strength, and finally desire making their own in execution that is to say their own well-being."

A COMPOSITION ON THE WHALE.

"The whale live in the sea and ocean of all the country. He is large and strong in among of kinds of all the fish, and its length reach to ninety foot from seventy foots, and its color almost is a dark, and he has a large head. When swim in the up water he is so large as island. When struck the water on angry he is so voice as ring great deal thunder. If he danced make the storm without winds, and also blow the water almost lay down the fog on the weather.

"His form the proper to live, for his front legs make hire and after legs is no, and the tails is a hire that open on the top of the waters, and the mouth have no leaves but have leaves that is hard, narrow beard, as with horns. His body though is a fish, but he is not a fish, but is a creatures. His leaves is named whale-leaves. The men make everything with it. Every year to the seven or eight month from four or five month, the whalemen catch on the sea or ocean. He may lives on the

sea of North-sea-way or five island of Hirado on Higen country Japan. Written by T. Hirakawa.

"P. S.—The tell of the whale is more—but I do not know fully to tell."

JAPANESE ENGLISH.

"DEAR SIR IN YOURS: We would present to your company the bamboo fishing-rod, a net-basket, and a reel, as we have just convenience; all those were very rough and simple to you laughing for your kind reply which you sent us the catalogue of fishing-tackles, etc. Wishing we that now at Japan there it was not in prevailing fish gaming, but fisherman, in scarcely there now, but we do not measure how the progression of the germ of fishing game before hand. Therefore we may yield of feeling restock in my store, your countrie's fishing-tackle, etc. Should you have the kindness to send a such farther country's even in a few partake when we send the money in ordering of them should you? I am yours, yours truly."

DEAF-MUTE'S NOTE.

"MR. SMITH:—I am very sorry for not inviting you to the party to-morrow night because our Uncle John died this evening at 6 P.M., *and it blows us very shockly.*

"Don't come at all.

"Sorrowfully yours,

"M."

The perusal of the foregoing specimens of thought, presented in a language foreign to the writer, will indicate clearly that the difficulty in giving to the deaf child ability to use the English language, is not that he has ever seen or used signs or gestures, but will confirm the belief that the hindrance in his case consists in the fact that our language of words presents a very different form when learned solely through the eye, as compared with the form in which it presents itself to those who learn it through the ear. The mental processes are entirely dissimilar. Words without sound are but skeletons, and fail to convey to the human mind, when robbed of sound, the power and strength of thought and feeling.

Therefore, the education of the deaf consists of far more than the teaching of the English language, although this is the great aim of the instructor, and it would manifestly be unfair to judge of a deaf-mute's accomplishments by the sole test of his ability to express himself in the English language. While he may be able to gain from the printed page all that is important and useful, so far as the comprehension is concerned, he may still be unable to clearly express himself in written language as to the value of what he has read.

The science of deaf-mute education, in common with the other sciences and professions, has made rapid advancement. The history of

our own Institution marks how progressive. The present system of instruction has been attained after seventy-nine years of experience and study, by the Principals and teachers who, in the past, have faithfully labored herein, and the present instructors will no doubt continue to give still futher improvement. One of the striking indications of this progress is the evident intent which promoted the change of the age limit required for deaf children entering school. In the early history of the Institution, it was held that the age of 12 or 13 was, in most cases, for the deaf, the best age at which the child should be placed under instruction, an earlier age being considered as a decided disadvantage to the child. The Legislative Act of April 18, 1822, by which the first provision was made for the State Scholarships, directed that the deaf should be admitted between the ages of 10 and 25; the Act of April 18, 1838, enacted that "No deaf and dumb person should be entered on the list of State Pupils to be educated, under 12 years of age." This alteration of law was made at the suggestion of the officers of this Institution, and may, therefore, be regarded as expressing their views and wishes. In explanation of this, it should be stated, however, that, at this time, only a very limited period of instruction was allowed by the State, and, therefore, it seemed important to them that the age of selection should be one at which they considered the deaf-mute most capable of mental effort. At the present time, through the provision made for the admission of pupils of five years of age to County Scholarships, so called, a more liberal policy has prevailed, and when the age of 12 is reached, State Scholarships are then possible.

When the condition of the deaf child is considered, even when his home is one of culture and refinement, cut off as he is from the instruction derived from the daily conversation of the family, the great factor in the progress of the development of the normal child, it is a serious question whether the age of admission could not, with decided advantage to the harmonious development of the deaf child, be still further reduced to the age of four. The experience of the past few years, during which it has been possible to receive children of tender age, emphasizes the fact that success in the difficult study of language will be better attained when such child is sent to school early, and when he receives the benefits of the special training afforded in the Kindergarten. The special stress that is now laid upon giving every deaf child opportunity to learn to speak, would, in itself, seem to be a sufficient reason for making the age limit four years, the organs of vocalization at that time being so plastic and amenable to systematic exercise and development as to insure better results than would otherwise be possible, were they permitted to remain unexercised for a longer



period, since, as Quintillian states, "*Natura tenacissimi sumus eorum, quæ rudibus annis percepimus.*"

The ability to acquire simple forms of language is no less in the case of the deaf child of four, than when the deaf child is ten or twelve, and certainly his mind will far more readily receive at the age of four, than after a longer period of dormancy. From my own experience, I do not hesitate to affirm that the younger deaf child gains more knowledge at school, and acquires that the more readily, than he who begins in later childhood. To the objection that may be raised at the loss of home training and cultivation of home feeling of a child placed very early at a boarding school, I would reply that, in most cases, while the child at home is given all the devoted care that love and affection can bestow, it is losing the more valuable mental stimuli and quickening that the school affords. I admit that it is a sore trial to the parent to have the child removed from home care at the tender age, but the advantages which follow from the early training of the mind of the deaf child are sufficiently marked to cause the wise parent to consent to the separation, especially when are considered the opportunities afforded by the advanced methods of to-day; the homelike surroundings at the school which suggest the same attention to the needs of the child that the parent loves to provide, and the fact that the child's advancement is immeasurably increased through the reception of systematic instruction at all times—instruction wholly impossible at home.

No parent should be willing to permit a selfish love to prevent a deaf child from the enjoyment of such privileges. Sometimes a parent is found who recognizes this, and who requests, as a special favor, that his child be admitted to the Institution before he has reached the legal age. In several instances the Directors have acceded to such request, the Institution from its private funds making payment of tuition fees until the child becomes old enough to avail himself of a County Scholarship.

The views here expressed are diametrically opposed to those held by eminent predecessors, but advances made in the past ten years in this special line of the training of the very young deaf children, would seem to warrant the change in policy.

It is not, in one sense, a new departure. It is a condition that has already become operative in at least three schools, where children are sent at the age of three years, and our own experience is, in itself, a sufficient proof of the wisdom of admitting children below the present legal age.

There are in this Institution to-day, one hundred and twenty children in the Kindergarten, whose ages range from three to ten

years. They are divided into thirteen classes, under the instruction of ten teachers, and their daily routine of occupation is one of the most delightful series of exercises to be seen in the work of the school. The progress shown by the little ones in the Kindergarten classes, whether we consider their development in language, in speech, or in acquiring useful knowledge, is most satisfactory in all respects. At no previous period of the history of the school have there been under instruction at one time so many children of a tender age. Our facilities for housing and proper care of this growing class of pupils are being taxed to their utmost, and the need of a separate building, where the little ones of both sexes can be separated from the older pupils, and have their living and school arrangements, with apartments for their special teachers and officers in the same building, wherein they may be continually surrounded by the influences tending to foster and encourage love for parents and for home, at the same time they are being guided to a knowledge of spoken, written or spelled language, will be a matter for consideration in the near future.

The full comprehension of child nature, especially the nature of the deaf child, marks one of the chief requirements demanded from those who undertake this department of instruction. From a close observation of the children upon their first arrival at school, we invariably discover wherein deficiencies exist and the causes to which they are traceable. Such defects as listlessness and weak will, are often found to be due to fatigue resulting from weakened physical condition, mouth-breathing or like condition. Mouth-breathing is much more common than might be supposed. Sometimes it may merely be a habit, but there are cases where inspection shows that the condition of the throat renders speech difficult, and in some instances the skill of the specialist is necessary to secure a normal condition. This latter condition is more frequent in the cases of the partially deaf or semi-deaf children, who generally manifest a degree of dumbness that is puzzling, and which leads the non-expert to suppose the child an imbecile or idiot. Weakness of will power may possibly account for it, since it is acknowledged that there is a form of disease affecting the will power alone. There are many mild forms of this to be found among children in all schools. Such children, while they possess faculties in reasoning and judgment, cannot execute their wishes until trained so to do. The cure is not to be effected by the will, but other aids must be brought into action to overcome the weakness. The mind of the child not well under control wastes energy which good guidance might save. That proper training effects an economy of force, is especially true in the case of the weak.

Translation of mental states from the teacher to pupil, becomes



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
THE FOURTH.

largely imitation of the visible expression seen in the teacher by the pupil. The appearance of strength or fatigue, of quiet mental attention or excited nervous tension in the teacher, is imitated by the child. Through personal contact with children, we come to know them thoroughly, and an intimate knowledge can be obtained even though the teacher has had no training in psychology, although this is an important study for all engaged in teaching the deaf, and the direct duty is thus forced upon the teacher of special or defective pupils to study carefully the children under their charge, that they may become familiar with the individual tendencies of their pupils, and thus be able to discover and prepare for every varying condition. When this is neglected, unintentional injury is done the pupil, but where it is properly attended to, the especial treatment required for peculiar mental traits is suggested and provided for.

In attempting a study of the deaf, one must pursue methods similar to those employed in physical science. The same primary assumption is established as under scientific work. From the fact, we assume the antecedent or cause. Every movement we can see, and every result of growth, must be the effect of physical causes. These movements and signs of growth are not always apparent to the casual observer. They require the experienced eye and the trained mind to detect and be prepared for the next step in mental progress. We may secure action on the mind of the child in two ways—by feeding it and stimulating it through the organs of sense. In the deaf child, the greatest of these avenues is, as a means of assistance, absent, and extended demands are made upon the eye. Since the brains do not grow by feeding only, but must be stimulated from without, the importance of careful training of the powers of observation are manifest, and for such purpose the value of the Kindergarten is established, since the gifts, games and occupations, while unconsciously educating all the senses, particularly strengthen the power of observation.

The problem for the providing for the individual needs of pupils, while retaining the beneficial features of class instruction, has always been the moving spirit of our system, and to obtain a wise regulation of the individual and of the class without injury to either, has been the subject of constant study. My first step in this direction was to change the system which had prevailed to within the last three years, which confined promotion to once a year and that dependent upon the result of the annual examination in June, and in its place to provide for the individual promotion as often as found necessary. This, of course, implies the putting back of some pupils from the regular ranks, and the putting forward of others. The reason therefor is easily understood by those familiar with the instruction of the deaf.

Nevertheless, complaints are frequently received concerning the keeping of pupils in the lower grades too long. This is not due, as might be supposed, to poorly arranged grades of study, to indifferent teaching, to an erroneous standard as the basis of promotion, nor to the failure of the Principal and his assistants to attend to the correct grading of pupils, but it is clearly traceable to the deficiencies in the pupils, occasioned by their entering school at advanced age, the lack of mental growth, and likes causes.

One great source of trial is that it is difficult at times to satisfy the the expectations of the parents in the matter of the advancement of their children from grade to grade. It is a pleasing duty to promote the competent and deserving pupil, but, on the other hand, it is not a pleasant thing to be obliged to refuse the request of parents that their children be promoted, when experience points that such promotion would be detrimental to both pupil and to the school. As we follow a prescribed course of study conducted on systematic lines, exact justice to all is requisite in order to obtain ultimate success in our work, and even the withdrawal of pupils by parents because of refusal to accede to unreasonable demands, cannot alter this line of procedure.

The instruction outlined in the programme in studies provides for a full course of eleven years, divided into Kindergarten, Primary, Intermediate, Grammar and Academic grades. Classes are reorganized twice each school year. By the end of a term of five months, many members of the class that started nearly equal, show that they cannot any longer keep up with the class. They are then dropped back, the re-organization again putting together those who can progress to the best advantage.

The academic grade is a special course of study covering a period of three years, allowed to such pupils as have shown exceptional ability to pursue advanced studies. Particular attention is given to the selection of these pupils, and the results of given tests, together with the opinion of the professors and teachers, are relied upon by the Principal as factors to determine whether the pupil should be recommended to the Superintendent of Public Instruction for this honor.

It will thus be seen that assignment to this grade does not go by favor, but is dependent equally upon the result of rigid examinations, upon the opinions of professors and teachers as to the capabilities of pupils to undertake the additional tasks, and upon general deportment. While, therefore, it is always desirable to secure the active co-operation and assistance of parents in stimulating pupils to their best efforts, it is not to be expected that any other considerations than merit and fitness shall control the promotions to this grade, however much we

may desire to be in accord with the wishes of parents respecting the classification of their children.

Physical Culture.

During the year under review, special attention has been paid to the physical improvement of the pupils, as well as mental and manual. Regular gymnasium work has been required of all the pupils. As will be seen from the report of the Committee on the Annual Examination, a uniformity of increase of chest capacity, and the consequent greater ability to use the vocal organs, in order that the practical value of speech training might be fully tested, has been noted.

It is especially fitting that this Institution, the *first* established Oral School for the Deaf in America, should leave nothing undone to determine to what extent intelligible, fluent speech, may be given to the toto-congenital deaf, as a class, and that being determined, to state plainly the limitations thereof.

It is a duty that the specialist owes the public, that exceptional cases should not be taken as representing an entire class, and when people not conversant with the deaf are brought into contact with the ordinary deaf-mute, and find that they are unable to understand his utterances, it is a positive injury to the cause of oral teaching, and creates a distrust of this method of instruction which it does not deserve.

Every pupil in this Institution is afforded an opportunity to acquire speech and speech-reading, and the best available teachers are employed, but, when the test of reading extracts unfamiliar to the non-expert listener is applied, and the results, in many cases, so unsatisfactory, the question is presented whether it is of sufficient value to warrant the expenditure necessary to produce them.

In the cases of the semi-mute and the semi-deaf, this question can not be raised, since for them speech, that is of practical value when they are brought into contact with the world at large, is not only possible, but profitable and pleasant, and hence, I believe it to be the experience of the general public, that for purposes of communication with the toto-congenital deaf, the manual alphabet and writing are the most satisfactory and serviceable forms.

All sentiment should be taken away from the examination that determines which toto-congenital deaf pupils should be taught speech, and surely, if we are permitted to judge the value of these two forms of communication by the general practice of the deaf beyond the ordinary phrasings of salutation and inquiry, we shall see that by a very large percentage communication with the hearing and speaking world is made either by the use of the manual alphabet or by writing.

Writing possesses the greater advantage of permanency, and also affords the opportunity for reconsideration and review; but, as will readily be seen, there are times when it would be found inconvenient, if not wholly useless, and the manual alphabet, despite its transitory character, more advantageous. These methods of expression, however, will always be found by the toto-congenital deaf to be of more utility, hence the teacher should, at all times, insist upon clearness and exactness in their use.

Military Drill.

The military drill has been continued with the most gratifying results. As an incentive to renewed efforts in this direction, at the beginning of the year, Mr. Archibald D. Russell, of the Board of Directors, offered a gold medal to the pupil who should, at the close of the school year, show the highest degree of proficiency in the school of the soldier. On Members' Day, the third Tuesday in May, the battalion was inspected and reviewed by Col. Francis V. Greene, of the 71st Regiment, N. G. S. N. Y., after which the medal was awarded to Corporal Anthony C. Reiff, in the presence of the Board of Directors and Members of the Institution.

The battalion has also been reviewed by Col. George Moore Smith, of the 69th Regiment, N. G. S. N. Y., and the expressions of these competent military officers have been most pleasing to the Directors, officers and pupils.

The cadet officers have shown commendable zeal in the performance of all their duties, and have endeavored to inspire their commands with a desire to excel in military formation and evolution.

In a former report I have explained at length the advantages that the regular systematic drills would be likely to afford the deaf, so that it does not seem imperative that more should at this time be stated, than that all expectations have been fully realized.

Manual Training.

In the year 1831 the Trades Schools were established, it being deemed especially desirable that the deaf should, for a portion of the day, be practiced in the development of those handicrafts that would be likely to afford them a means of support after graduation. At that time, this Institution was the only school for the deaf in the State, and the majority of its pupils were from the rural districts, so that the trades first introduced were those which would be found most useful on the farm. Carpentry was first introduced, followed by cabinetmaking, shoemaking and tailoring, for the boys; with dressmaking, shirtmaking and sewing for the girls. In later years,



Winner of the Archibald D. Russell Medal, for Highest Proficiency in the School of the Soldier.

printing, art classes, cooking classes, type-writing, painting, and floriculture, have been added.

In previous reports I have detailed at length the system of instruction pursued, whereby both the hand and the mind were developed along parallel lines, and, therefore, at this time, it would seem sufficient to note that, under competent and experienced masters, the pupils, as soon as they are old enough to undertake work, are assigned to the various Trades Schools, for three hours each day, in order that they may have the opportunity to acquire dexterity and familiarity with the principles of manufacture.

The importance of this instruction to the deaf would seem so great that no argument would be required to set forth its value, so that every well-organized school for this special class should afford the opportunity for this training of the artisan.

In order that an idea may be gained of the extent to which we are able to carry these pupil apprentices, I will append a table which will indicate the value of work done for the Institution in the several Trades Schools, which will, at least, prove that the instruction is along practical rather than theoretical lines.

PRINTING CLASSES.—Forty-six pupils, and estimated value of work, $1,115.15.

CARPENTRY AND CABINET-MAKING CLASSES.—Fifty-nine pupils, and estimated value of work $1,734.25.

CLASSES IN GARDENING AND FLORICULTURE.—Twenty pupils, and estimated value of work $1,832.80.

CLASSES IN HOUSE PAINTING.—Two pupils, and estimated value of work, $900.

In the other industries I mention the amount of the work instead of of the value.

TAILORING CLASSES, numbering four, have completed during the year:—

Duck Aprons	57
Duck Suits	12
Waistcoats	6
Clothing Bags	34
Duck Pants	25
Garden Suits,	7
Baker's Suits	14
Cloth Suits	5
Waiter's Suits	23
Clothes Basket Covers	5
Overalls	25
Suits Altered	110
Suits cleaned, pressed and repaired	6,207

THE SEWING CLASSES, numbering pupils: in plain sewing, 50; shirtmaking, 7; dressmaking, 6.

Uniforms	200
Sunday dresses	15
School dresses	109
Dresses and Waists repaired	75
Day Shirts	212
Night Shirts	175
Night Drawers	96
Shirt Waists	267
Flannel Skirts	57
Balmorals	106
Drawers	173
White Aprons	155
Gingham Aprons	125
Sheets	208
Pillow Cases	78
Towels	3,252
Table Cloths	25
Napkins	441
Coffee Bags	19
Baskets lined	24

RECAPITULATION OF INDUSTRIES.

INDUSTRIES.	MALES.	FEMALES.	TOTAL.
Art	10	6	16
Baking	2		2
Carpentry and Cabinet-Making	59		59
Cooking	24	23	47
Dressmaking		6	6
Gardening and Floriculture	20		20
Gymnasium Assistants	2		2
Housepainting	2		2
Ironing		54	54
Plain Sewing		50	50
Shirtmaking		7	7
Tailoring	4		4
Printing	46		46
Typewriting		9	9
Total	169	155	324



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

Financial.

The receipts of the year for State and County Scholarships have been $72,083.79; the amount received from the private funds of the Institution in order to make up deficiences arising from the failure to receive tuition fees from the Counties of Kings and New York, $38,063.00; but for more definite information in regard to these matters, I would respectfully call your attention to the Report of the Treasurer.

Repairs.

The cost of annual repairs, when the magnitude of the Institution is considered, will not seem excessive, and in this connection it must also be remembered that the buildings have been in continuous use since 1856, but so far as it is possible to determine at this present, they are in satisfactory condition.

The most important repairs made during the summer vacation, are here enumerated for your information:

AT THE MANSION HOUSE.

Masons.

Repairs to plaster in all rooms of the upper floor; in the playroom; basements; school rooms; and the repairing of the brick wall in the playhouse.

Painters.

Kalsomining ceilings of upper floor; stair hall; playroom; front room on the second floor; tutor's room; dormitory; matron's room; latrines; dado, school dormitory, and bins in the storeroom.

Plumbing.

New range of water closets, four seats, and urinal with glass back; slate slabs for bottom and sides. New sink in kitchen, (78x28x10,) with iron back, and also on the first floor, (62x22x8,) iron pipe connections from same to sewer and vent pipe through the roof, and hot and cold water pipes.

Carpenters.

The necessary carpentry work for the range of water closets; for the fitting of sinks; taking up floors and relaying same to permit passage of new iron sewer pipes; new bins in store-room; drip boards to both sinks; floor of back piazza, and sundry minor repairs to doors and windows.

Furniture.

Three carpets and two bed-room sets.

MAIN BUILDING.

CARPENTERS.

New store-room in the northwest corner of boys' wing basement; room for nurses at the north end of west hospital wing; floor of boys' clothing-room; wainscoting at the basement entrance; wainscoting in the reception room of the hospital, and repairs to doors and windows.

PAINTING AND KALSOMINING.

New clothing store-room; corridors in the basement; rooms 7, 8, 16, 17, 18, 20, 21, 23, 26, and 27; bath-room and closet teachers' hall; hall, boys' lower dormitory; bakery; meat-room; store-rooms; and floors in the hospital wards and halls stained.

MASONS.

The baker's oven entirely rebuilt; ceilings of room 27; teachers' main hall, and renewals in other places where needed.

PIPING.

Three Bundy Radiators in northwest ward hospital; new sink and piping, pupils' dining-room; two ventilating registers, main hall.

FURNITURE.

Straw matting for rooms 7 and 8; carpets for rooms 13, 17, 18, 20, 21, 23, 24 and 30; 1 bed-room set; 39 shades for girls' sitting-room; new stair pads, north and south stairways.

SCHOOL BUILDING.

Patching up ceilings and walls in gymnasium; repairing window casings south end of second floor; wood filler on floor of boys' clothing-room; painting and kalsomining rooms 26, 27, 28, 29 and 30; straw matting on rooms 26 and 30.

EXTERNAL REPAIRS.

Fire escape and balcony around mansard roof of school building sandpapered and painted two coats; all gutters, ventilators and roofs of group of buildings; new roofs to the cross corridors, including sheathing; new gutters on the girls' High Class dormitory; all leaders taken down and repaired; new jack to Mansion House range; new scuttles and flashings for chapel roof, and ridgings on boiler house, painted; greenhouses painted inside and out, cracked glass renewed and gutters repaired.

Power House.

Duplex steam trap and automatic pump for pumping hot water into boilers repaired; boilers and grates overhauled and renewed where necessary; new laundry stove, and repairs to mangle.

Conventions.

By your direction, I was present at the National Educational Association Convention, held at Milwaukee, July 5th to 11th, and take great pleasure in reporting that a separate section, No. XVII., of the Association was formed, which has for its scheme the development and instruction of special classes of children. The benefits arising from the meetings of this section will be of value in the future and will no doubt attract to the various phases of our work the attention of educators of great experience, so that we may confidently look forward to a greater advancement than would be possible without this feature of organization.

The Institution was also represented at the Annual Conference of Physical Directors of Schools and Colleges, held in Springfield, Mass., and as a result thereof, the pupils of this Institution will have the advantage of receiving the most judicious physical training.

In July the Empire State Association of Deaf-Mutes, composed of the alumni of the various schools for the deaf in the State of New York, assembled in 19th Convention at Binghamton, at which our school was represented.

Anniversaries.

Within the year, the Institution has commemorated two anniversaries, which are of peculiar interest in its history, and deserve at least a brief mention.

December the 4th, marked the Fortieth Anniversary of the removal of the Institution from its former site, 50th Street and Fourth Avenue, to Fanwood. Three hundred and fifteen pupils, with sixteen teachers, composed the school on that day. This interesting event was recalled by a meeting in the chapel, at which were present three hundred and eighty-three pupils with twenty-seven teachers. The comparison between the number in attendance forty-years ago, when the school was the only one in the State, and at the present time, when it is one of eight, is suggestive of its continued strength, and its position at the head of the Schools for the Deaf in the State. The programme for the day was :

1. Address by Principal Currier.
2. Remarks by Dr. Peet, Emeritus Principal.
3. Reminiscences by Mr. C. W. Van Tassell.

4. Recitation of the Lord's Prayer orally in concert.
5. Benediction by Dr. Peet.

The occasion was rendered doubly interesting by the fact that it was also the seventy-second birthday of Dr. Isaac Lewis Peet, who was made the recipient of congratulations from the Principal, teachers, officers and pupils.

The year also marked the Thirtieth Anniversary of the founding of the "Fanwood Literary Association." This is an organization, which embraces more than a hundred of the most advanced pupils, with their teachers, the Principal acting as Counselor. Its meetings afford opportunities for general instruction and entertainment, conducive to the harmonious and happy development of mind and body. On three Saturday evenings of each month, carefully arranged literary programmes are carried out by the members. Questions of right and policy are discussed; weekly *resumes* of current events are detailed; and the stores of ancient and modern literature are unfolded by selected pupils, interspersed, at regular intervals, by special lectures by the professors and teachers. The programmes of the year, included lectures on: "American Authors," "Ulysses S. Grant," "Masterpieces of Shakespeare," "The United States Navy," "Ethan Allen and Fort Ticonderoga," "Capital and Labor," "American Diplomacy," "Edgar Allan Poe," "Life in the Far West," "Monuments of Ancient Egypt," "The French Revolution," and "Coal."

Social-reunions, on one evening of each month, are held, when the entire household assembles to entertain the children with games and dancing. These socials prove an invaluable incentive to correct conduct, while, at the same time, they promote habits of amenity and self-control.

At stated intervals, the order of entertainment and instruction is shaped to include illustrated lectures by means of the fine, large stereopticon owned by the Institution. The subject matter of the lecture is written in simple language on glass slides, and projected in enlarged form on the screen. Thus, not only are the pupils gratified by an exhibition of beautiful pictures, but also, by the association of language with the pictorial illustration, a direct and lasting effect is produced. Among the subjects presented during the last winter were: "The Highlands of Scotland," "The Lowlands of Scotland," "Scenes from Child-Life," "The Holy Land," "Scenes from American History," "Switzerland," "Norway and Sweden," "China," and "Japan."

State Inspection.

During the year, complete and thorough inspection of the Institution has been made by representatives of two Departments of the



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

CABINET AND CARPENTRY CLASS ROOM.

State—the Department of Public Instruction, and the State Board of Charities.

On the occasion of the visit of Hon. D. E. Ainsworth, Deputy Superintendent of Public Instruction, I was absent from the Institution. Upon my return I at once wrote to the Deputy Superintendent, expressing my regret that his inspection should have taken place dur- my absence, and received this most complimentary reply :

" Permit me to say that I was astonished at the perfection of your Institution and shall avail myself of the opportunity of again visiting it in the near future. I have not seen an Institution since I have been in the Department which so thoroughly impressed me with the good work done as did yours."

CHANGES.

The additions to the staff of instruction made necessary by the increase in attendance and by the retirement of Misses Jane T. Meigs and Luann C. Rice, after a term of service of 47 and 28 years respectively, are as follows :

Miss Katherine B. Schenck, a most successful teacher at the Cleveland Day School for the Deaf, Miss Margaret B. Clark, Miss Edna B. Lewis, Miss Elizabeth M. Burgess, and Miss Katherine L. George.

These last three are especially trained kindergartners, and bring to the work the youth and enthusiasm which are so absolutely essential for the teacher of children who are deaf.

ACKNOWLEDGMENTS.

Thanks are hereby tendered to the People's Line of Steamers, for making special rates for pupils at the close of the school session.

Acknowledgments are due to Mrs. Ethan Allen for frequent contributions to increase the library of the Institution ; and also to the publishers of the periodicals listed hereafter, whose courtesy in forwarding regularly to the Institution the publications, which have been of great advantage to the members of the household, is very thoroughly appreciated.

Annual.

Edwards' Book Notes, London, England.
King's Book Catalogue, London, England.
Potter's Book Catalogue, Liverpool, England.
Metheun & Co.'s Book Gazette, London, England.
Sothern's Current Literature, London, England.
Reports of Schools for the Education of the Deaf.

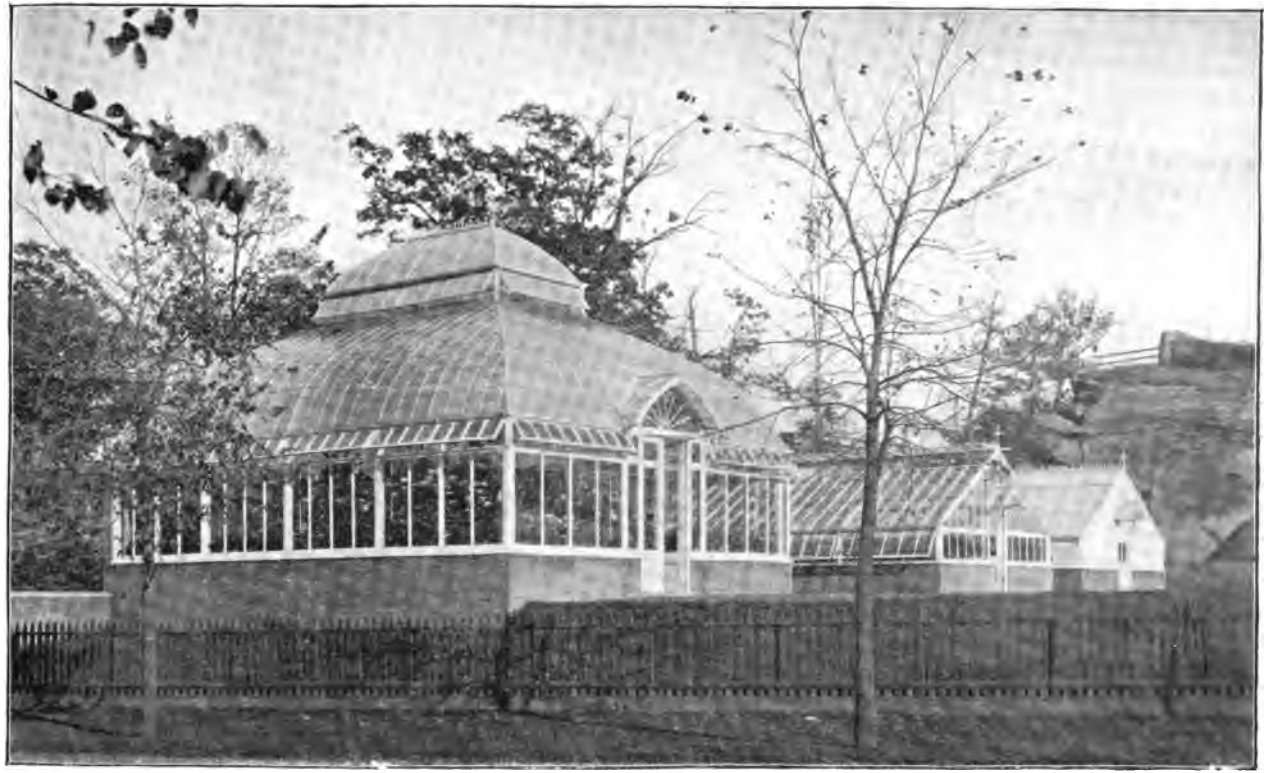
Steven's Book List, London, England. (Ten copies.)
Colin et Cie Nouvelles Publications, Paris, France.
Pickering & Chatto's Catalogue, London, England.
Clark's Catalogue of Publications, Edinburgh, Scotland.
Bates & Lauriat's Book Catalogue, Boston, Massachusetts.
Le Correspondant des Bibliophiles Francais, Paris, France.

Quarterly.

Putnam's Notes on Books, New York.
Schultz's Ouvrages d'Occasion, Paris, France.
Revue de Dispensaire du Louvre, Paris, France.
Revisto de Educacione, La Plata, Buenos Aires.
University Bulletin, Columbia College, New York.
Notes on Books, Longmans, Green & Co., New York.
Gregory's Book Catalogue and Report, Bath, England.
New Publications, J. B. Lippincott & Co., Philadelphia, Pa.
Bulletin of the American Geographical Society, New York.

Monthly.

Our Record, Buffalo, New York.
The Art Student, New York City.
Home and Country, New York City.
Review of Reviews, New York City,
The Acorn, Winthrop Centre, Maine.
Taubstummen Courier, Wien, Austria.
The New Method, Englewood, Illinois.
The British Deaf-Mute, Leeds, England.
La Guida Del Sordomuto, Naples, Italy.
The Silent Worker, Trenton, New Jersey.
The Little Messenger, Belfast, Ireland.
The Pacific Northwest, Portland, Oregon.
The Sportsman's Review, Chicago, Illinois.
The Gazette des Sourds-Muets, Paris, France.
The Pacific Banner, Winthrop Centre, Maine.
Appleton's Literary Bulletin, New York City.
Missionary News of Archdeaconry, New York City.
Dodd & Mead's New Publications, New York City.
El Monitor de la Educacien Commun, Buenos Ayres.
The Young Ladies' Christian League, New York City.
Bulletin New York Circulating Library, New York City.
The Philanthropic Index and Review, Kalamazoo, Michigan.
Lippincott's Literary Bulletin, Philadelphia, Pennsylvania.
Literary Bulletin of Houghton, Mifflin & Co., Boston, Mass.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE RANGE OF GREENHOUSES.

Occasional Publications.

Publications of the Volta Bureau, Washington, D. C.
Publications of the Bureau of Education, Washington, D. C.
Publications of the Smithsonian Institution, Washington, D. C.
Publications of the American Association for the Teaching of Speech to the Deaf.

Semi-Monthly.

The Utah Eagle, Ogden, Utah.
The Kelly Messenger, Morganton, N. C.
Sunday School Advocate, New York City.
The Silent Echo, Winnipeg, Manitoba.
Nebraska Mute Journal, Omaha, Nebraska.
The Washington Heights Gazette, New York City.
Maryland Bulletin, Frederick, Maryland. (Two copies.)
The Western Pennsylvanian, Edgewood Park, Pennsylvania.
Canadian Mute, Belleville, Ontario, Canada. (Two copies.)
The Washingtonian, Vancouver, Washington. (Three copies.)
The Silent Observer, Knoxville, Tennessee. (Three copies.)

Weekly.

Progress, New York City.
The Sign, Salem, Oregon.
The Silent Hoosier, Indianapolis, Indiana. (Two copies.)
The Kansas Star, Olathe, Kansas.
The Tablet, Romney, West Virginia.
The Ohio Chronicle, Columbus, Ohio.
The Up-Town Visitor, New York City.
The New York Observer, New York City.
The Illustrated American, New York City.
The Weekly News, Berkeley, California.
The Wisconsin Times, Delavan, Wisconsin.
The Deaf-Mute Record, Fulton, Missouri.
The New York Evangelist, New York City.
The Kentucky Standard, Danville, Kentucky.
The Deaf-Mute Voice, Jackson, Mississippi.
The Optic, Little Rock, Arkansas. (Two copies.)
The Companion, Faribault, Minnesota. (Two copies.)
The Lone Star Weekly, Austin, Texas. (Three copies.)
The Mt. Airy World, Philadelphia, Pennsylvania. (Three copies.)
The Deaf-Mute Register, Rome, New York. (Two copies.)
The Messenger, Talladega, Alabama. (Three copies.)

The Michigan Mirror, Flint, Michigan. (Three copies.)
Our Little People, Rochester, New York. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Four copies.)
The Goodson Gazette, Staunton, Virginia. (Two copies.)
The North Dakota Banner, Devil's Lake, North Dakota.
The Colorado Index, Colorado Springs, Colorado. (Two copies.)

Semi-Weekly.

The Rome Sentinel, Rome, New York.
Newburgh Journal, Newburgh, New York.

Before concluding this report I must not fail to mention the passing away of Mrs. Ann L. Turner, who had, for more than a quarter of a century, served the Institution with an intelligence and devotion to its interests and advancement worthy of imitation. Mrs. Turner had in her early life enjoyed the privileges of high station, but owing to reverses had found it necessary to seek employment, and, to a person of her cultivated tastes, work among the deaf was most agreeable. The little property she possessed was bequeathed to the Institution for such purposes as the Directors might elect.

I desire, also, to call your attention to the faithfulness and the enthusiasm shown, in their respective positions, by the members of my staff, who have with singleness of purpose endeavored to increase the usefulness of the Institution.

To you, gentlemen of the Board of Directors, I must again express my thankful appreciation of your cordial assistance, advice and support, without which the successes that have been attained during the year would not have been possible, and to bespeak for the future the continuance thereof, in order that, under the guidance of Divine Providence, the deaf children enjoying the educational advantages afforded by this Institution may be advanced, even farther than they have been in the past, towards the establishment of that perfect intercommunication with the society of the great hearing world which has ever been the aim of their instructors.

Respectfully submitted,

ENOCH HENRY CURRIER,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, NOV. 1, 1897.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

BOYS' COOKING CLASS.

REPORT OF THE COMMITTEE ON THE ANNUAL EXAMINATION.

June, 1897.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—We herewith present our report as the Committee appointed by your honorable Board to conduct the annual examination of the pupils for the academical year. The process adopted in previous years of assistance from sub-committees of the teachers, selected by the Principal, has been adhered to, the points specially to be determined being :—

FIRST—The progress of the pupils in the use of the English Language.

SECOND—The ability to speak and recognize speech from the lips.

THIRD—The general attainments of the pupils in the course of study prescribed for each grade.

The attainments of the pupils in these directions will be observed from the special reports on each of the classes examined, which are appended.

The special examination of the Art Department was conducted by Charles Volkmar, Esq., to whom we desire here to express our appreciation of his painstaking inspection, and the awards he has made, as will be found subjoined to this report.

We would also call attention to the very satisfactory progress made in the Department of Physical Culture, a special report of which is also included among the papers submitted.

In our efforts to reach definite conclusions on the mental progress of the pupils during the year, we were greatly facilitated by the annexed schedule, furnished by the Principal, giving necessary statistics respecting the number of pupils under instruction during the year, the number present at the examination, and other desirable information :—

SCHEDULE OF CLASSES, JUNE, 1897.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Tota
	ACADEMIC.						
Academic	Thomas F. Fox..... Harriett C. Hall.....	3	9	12	2	8	10
	GRAMMAR.						
Ninth Male.	Robert D. Hoyt..... Harriett C. Hall..... William G. Jones..... W. Barlow Hill.....	9	..	9	9	..	9
Advanced Oral.	Prudence E. Burchard.. Harriett C. Hall..... Eva E. Buckingham.... Bessie L. Nixon.....	5	5	10	5	5	10
Seventh Male.	Robert D. Hoyt..... W. Barlow Hill..... William G. Jones..... Prudence E. Burchard..	11	..	11	11	..	11
Seventh Oral.	W. Barlow Hill..... Eva E. Buckingham.... Bessie L. Nixon..... Prudence E. Burchard..	5	7	12	5	7	12
Seventh Mixed.	Eva E. Buckingham.... Robert D. Hoyt..... Florence G. S. Smith... William G. Jones.....	5	6	11	5	6	11
Sixth Oral.	Ethel R. C. Caparn.... Eva E. Buckingham.... Stella B. Hanmer..... Harriett C. Hall.....	3	8	11	3	8	11

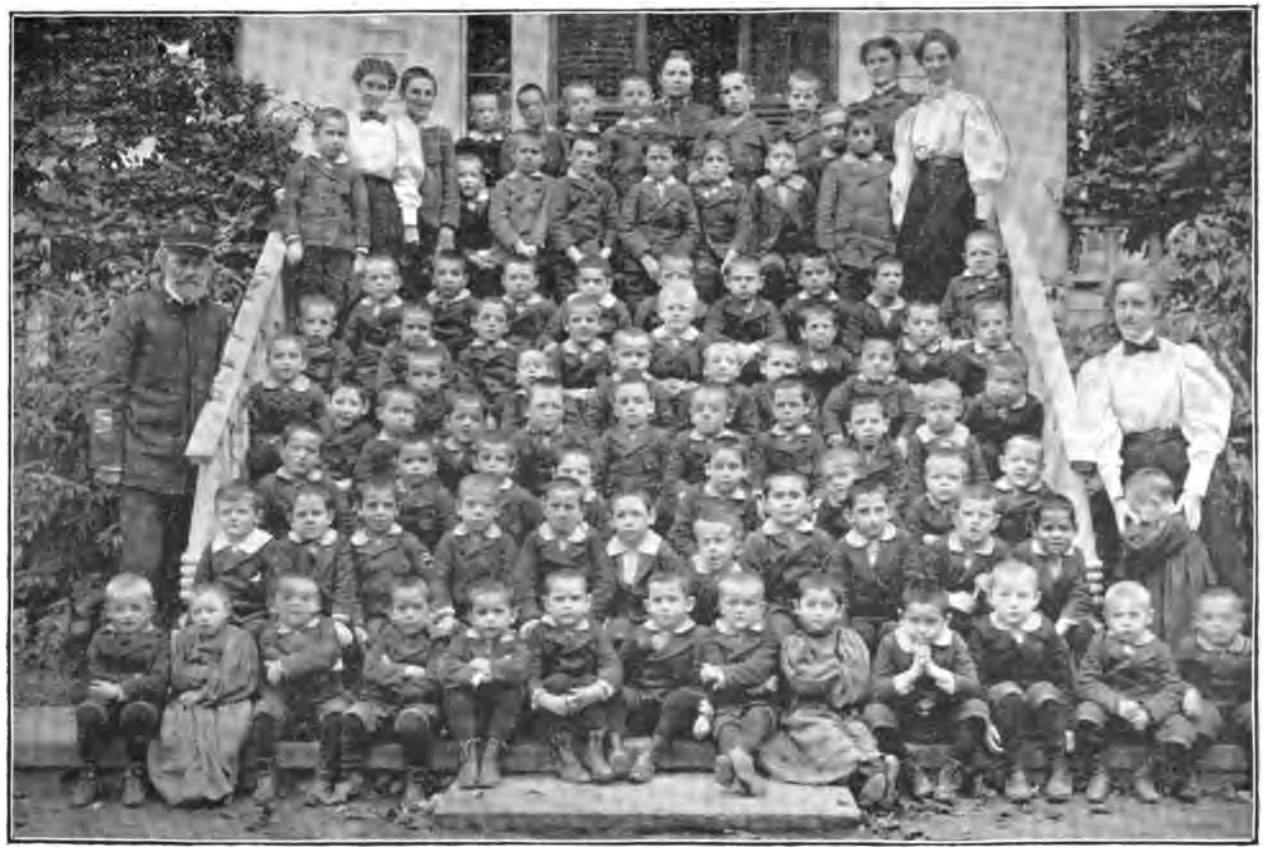


NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

TWIN DEAF PUPILS, AGE 5 YEARS.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	GRAMMAR.—(Continued.)						
Sixth A.	William G. Jones..... Stella B. Hanmer Harriett C. Hall..... Eva E. Buckingham....	6	6	12	4	5	9
Sixth B.	Prudence E. Burchard.. W. Barlow Hill..... Ethel R. C. Caparn.... Harriett C. Hall.....	7	5	12	7	5	12
Fifth.	Harriett C. Hall..... William G. Jones..... Anna H. Clark..... Eva E. Buckingham....	5	7	12	5	6	11
	INTERMEDIATE.						
Fourth	Eva E. Buckingham.... Stella B. Hanmer..... Harriett C. Hall..... Ida Montgomery.....	8	4	12	7	4	11
Aural.	William B. Hill..... Florence G. S. Smith... Bessie L. Nixon..... Anna H. Clark.....	10	4	14	10	4	14
Third Oral.	Ethel R. C. Caparn..... Anna H. Clark..... Eva E. Buckingham.... Florence G. S. Smith...	10	..	10	10	..	10
Blind.	Ida Montgomery..... Bessie L. Nixon.....	1	..	1	1	..	1

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	INTERMEDIATE.—(Continued.)						
Third A.	Stella B. Hanmer..... Ethel R. C. Caparn.... William B. Hill..... Anna H. Clark.....	6	6	12	6	6	12
Third B.	Anna H. Clark..... William G. Jones..... Robert D. Hoyt..... Stella B. Hanmer.....	5	5	10	3	6	9
Third Male.	Stella B. Hanmer..... Ida Montgomery..... William B. Hill..... Ethel R. C. Caparn....	13	..	13	13	..	13
	PRIMARY.						
Second Oral.	Harriett C. Hall..... Prudence E. Burchard.. Ethel R. C. Caparn ... Robert D. Hoyt.....	6	7	13	6	7	13
Second A.	Bessie L. Nixon..... Ethel R. C. Caparn.... Ida Montgomery..... Anna H. Clark.....	7	4	11	7	4	11
Second Oral Special.	Bessie L. Nixon..... Prudence E. Burchard.. Robert D. Hoyt.....	5	3	8	3	3	6
Second B.	William G. Jones. Prudence E. Burchard.. Florence G. S. Smith... Stella B. Hanmer.....	7	4	11	7	4	11



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS AND TEACHERS OF MALE KINDERGARTEN.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	PRIMARY.—(Continued.)						
First Oral.	Anna H. Clark.....	11	..	11	11	..	11
	Florence G. S. Smith...						
	Robert D. Hoyt.....						
	Ethel R. C. Caparn.....						
First Female.	Ida Montgomery.....	..	12	12	..	10	10
	Anna H. Clarke.....						
	Prudence E. Burchard..						
	Florence G. S. Smith...						
First Special.	Myra L. Barrager.....	9	..	9	7	..	7
	Robert D. Hoyt.....						
	Stella B. Hanmer.....						
First Male.	Florence G. S. Smith...	8	..	8	6	..	6
	Robert D. Hoyt.....						
	Stella B. Hanmer.....						
	William G. Jones.....						
	MALE KINDERGARTEN. (*In five sections—Mansion House.*)						
	Fayetta Peck.....	115	..	115	106	..	106
	Luann C. Rice.....						
	Grace H. Stryker.....						
	Lena Stryker.....						
	Charles W. Van Tassell.						
	FEMALE KINDERGARTEN. (*Main Building.*)						
	Margaret S. McGill....	..	52	52	..	49	49
	Myra L. Barrager.....						
	Amelia E. Berry.....						
	Helen B. Andrews.....						
	Mary E. Unkart.....						

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males, . . .	280	Males, . . .	259
Females, . . .	154	Females, . . .	147
Total, ...	434	Total, ...	406



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division VII., taught by Misses Peck and L. Stryker.

NAMES OF PUPILS.	SPEECH	Kindergartening.	General Average.	Rank.
	The Elements. Reading. Lip Reading.			
Plapinger, Morris	8.3	10.0	9.3	1
Bleckner, Harry	8.0	10.0	9.0	2
Seandell, Julius	7.0	9.5	8.5	3
Friedman, Jacob	5.5	9.5	7.5	4
Wells, Hudson	6.6	6.5	6.5	5
Krienik, Samuel	5.8	6.0	5.9	6
O'Brien, John	2.3	9.0	5.7	7
Dirkes, Albert	3.3	8.2	5.7	8
Oberbeck, George	3.0	5.5	4.5	9
Foland, Oscar	2.3	5.0	3.7	10

Respectfully submitted,

HELEN B. ANDREWS,

MARGARET S. MCGILL,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division VI., taught by Misses Peck and L. Stryker.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergartening.	General Average.	Rank.
Barnett, Harry	7.8	10.0	8.9	1
Fancher, Fred	9.5	7.0	8.3	2
Zwicker, Albert	6.8	9.5	8.2	3
Ekmis, Peter	7.0	6.5	6.8	4
Krumholtz, Sam	8.8	5.0	6.8	4
Nimmo, Frank	7.0	4.0	5.5	5
Byron, Richard	4.0	...	2.0	6
*Knipe, William	...	...	...	.

* Absent.

Respectfully submitted,

MARGARET S. MCGILL,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade I., Division V., taught by Misses Peck and L. Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Objects.	Dictation.	Kindergarten.	Average.	Rank.
Doughty, Clarence.....	10.0	9.0	8.0	10.0	9.3	1
Schoenwaldt, A.....	8 8	10.0	8.0	10.0	9.2	2
Doenges, Edward.....	9.3	9.0	3.0	9.0	7.6	3
Carly, Frank.....	9.5	9.0	3.0	8.5	7.5	4
Cole, Walter.....	8.8	9.0	2.0	8.0	7.0	5
Limmer, Robert.....	9.0	5.0	2.0	8.0	6.0	6
Grossman, Harry.....	5.8	3.0	4.0	7.0	5.0	7
Littman, Maurice.....	9.2	5.0	...	5.0	4.8	8
Tuthill, Charles.....	7.5	2.0	...	7.0	4.1	9
Brewer, William.....	5.5	5.0	2.0	...	3.1	10

Respectfully submitted,

HELEN B. ANDREWS,

M. L. BARRAGER,

M. S. MCGILL,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

CLASS IN MALE KINDERGARTEN.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present of our examination of Grade I., Division IV., taught by Miss G. Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Dictation.	Objects.	Language.	General Average.	Rank.
Aufort, William	9.3	9.5	10.0	9.0	9.5	1
Lux, Frank	8.3	9.3	10.0	9.5	9.2	2
Ohland, Edward	8.5	8.9	10.0	8.0	8.9	3
Downes, Albert	9.0	10.0	7.0	6.5	8.1	4
Scherer, Harry	6.5	9.0	6.0	9.0	7.6	5
Hoone, Charles	6.0	8.5	8.0	7.5	7.1	6
Lykes, Joseph	6.5	7.9	4.4	4.0	5.6	7
Chaimowitz, Abraham	6.0	6.5	7.0	2.0	5.4	8
Dornblut, Bruno	5.5	7.5	7.0	4.0	4.0	9
Van Alstyne, Robert	4.0	5.5	2.0	2.0	3.4	10

Respectfully submitted,

HELEN B. ANDREWS,

M. L. BARRAGER,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division III., taught by Miss Rice, Miss Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Objects.	Language.	Chart.	Numbers.	General Average.	Rank.
	The Elements. Reading. Lip Reading.							
Rabenstein, Leonard.	7.0		10.0	8.8	7.9	9.0	8.5	1
Travers, Thomas.....	9.4		9.0	8.7	8.0	7.0	8.4	2
Lavery, Martin.....	7.4		7.0	8.5	9.0	8.0	8.0	3
Hynes, Joseph.....	6.9		6.0	8.0	7.9	9.0	7.6	4
Steinhauser, George..	8.2		7.0	6.9	8.2	5.0	7.1	5
Cullimore, John.....	6.2		10.0	6.7	3.0	3.0	5.8	6
Krams, Harry.....	...		7.0	7.0	6.0	7.0	5.2	7
Fedrman, Isaac.....	6.0		10.0	5.5	2.0	...	4.7	8
*Kniffen, Herman...	...		...	...	...	...	...	.

* Absent.

Respectfully submitted,

M. L. BARRAGER,

HELEN B. ANDREWS,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

CLASS IN AURICULAR TRAINING.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division II., Mansion House, taught by Misses Rice and Stryker, and Mr. Chas. Van Tassell.

NAMES OF PUPILS.	SPEECH.								
	The Elements. Reading. Lip Reading.	Scripture.	Numbers.	Hull's Chart.	Language.	Story.	Average.	Rank.	
Schatzkin, Chaim....	8.8	8.8	10.0	9.2	9.4	9.8	9.3	1	
McAllister, Samuel..	8.8	9.0	10.0	9.1	9.3	10.0	9.3	1	
Dempsey, Alfred....	8.6	9.9	10.0	9.0	8.9	8.5	9.1	2	
Goldstein, Samuel...	8.6	8.9	9.5	9.0	8.6	10.0	9.1	2	
Siegel, Alex.....	9.0	8.9	9.5	8.8	9.1	8.0	9.0	3	
Fish, Wm.....	8.7	8.0	10.0	9.7	9.4	8.0	9.0	3	
Toburn, Thos.....	9.2	8.9	8.0	8.5	9.0	10.0	8.9	4	
Gompers, George....	8.2	8.3	10.0	8.8	8.5	9.7	8.9	4	
Greenberg, Samuel..	10.0	9.0	9.0	7.5	8.3	9.9	8.6	5	
Holtzheimer, Alfred.	9.0	9.8	5.8	8.5	8.4	7.4	8.1	6	
Weisberg, Max.....	9.0	7.8	8.9	5.0	7.8	10.0	8.1	6	

Respectfully submitted,

HELEN B. ANDREWS,

AMELIA E. BERRY,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade I., Section III., taught by Misses Barrager, Berry, Unkart and Andrews.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Kindergarten.	Hull's Chart.	Language.	Average.	Rank.
Schwab, Margaret	5.7	8.0	9.8	9.2	8.2	1
Gordon, Margaret	7.3	...	8.0	9.2	8.2	1
Ireland, Grace	5.7	8.0	9.5	9.7	8.2	1
Weshler, Tennie	7.7	7.0	9.6	8.2	8.1	2
Lee, Louise	5.7	9.0	7.8	9.1	7.9	3
Wotten, Ida	7.0	7.0	7.2	8.1	7.3	4
Palmeria, Caroline	4.7	8.0	7.8	8.1	7.1	5
Ziesckin, Ida	1.0	7.0	9.0	9.6	6.6	6
Pedlowe, Edith	3.0	7.0	8.2	6.8	6.2	7
Wilson, Ella	1.7	3.0	8.6	8.2	5.4	8
Walker, Grace	1.0	2.5	8.9	8.9	5.3	9
Harrison, Helen	0.3	1.0	8.5	8.0	4.4	10

Respectfully submitted,

FAYETTA PECK,
LUANN C. RICE,
GRACE H. STRYKER,
Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS AND TEACHERS OF FEMALE KINDERGARTEN.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Division I., taught by Misses Rice and Stryker, and Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Hull's Chart.	Scripture Lesson.	Gen. Average.	Rank.
Tanzas, Anton.....	9.1	8.0	7.2	7.0	9.9	8.2	1
Reauty, Louis.....	9.1	3.0	9.0	9.5	9.0	7.9	2
Rainbird, Robert....	8.9	6.0	5.0	9.3	9.8	7.8	3
Wink, Fred.....	8.1	3.0	8.0	7.8	10.0	7.4	4
Girsch, Frank	9.4	4.0	6.0	6.5	7.8	6.7	5
*Knipe, Alex,.....	...	...	...	...	...	...	..
*Strachan, Wm.....	...	...	...	...	...	...	..

* Absent.

Respectfully submitted,

AMELIA E. BERRY,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Section II., taught by Misses Barrager, Berry, Unkhart, and Andrews.

NAMES OF PUPILS.	SPEECH.		Kindergarten.	Hull's Chart.	Language.	Scripture Lessons.	Number Work.	Average.	Rank.
	The Elements. Reading. Lip Reading.								
Bennett, Ruth.....	7.3		7.0	10.0	9.8	9.9	5.0	8.2	1
†Lubliner, Sarah....	9.5		8.0	8.0	9.2	9.8	5.0	8.2	1
Acker, May.....	6.3		8.0	9.7	9.7	9.8	5.0	8.1	2
Lewis, Clara.....	5.0		10.0	9.2	9.0	9.5	5.0	7.9	3
Lauria, Ida.....	6.0		8.0	9.9	9.6	8.5	5.0	7.8	4
Christigan, Katie....	7.3		8.0	8.9	9.2	8.2	4.5	7.7	5
Thornman, Emily...	7.3		10.0	9.2	9.3	7.0	4.8	7.6	6
*Sherman, Eva.....	6.0		8.0	8.9	9.6	8.7	5.0	7.5	7
Honstrater, Adelaide	4.0		8.0	8.5	9.8	8.4	5.0	7.3	8
Cole, Alice.....	.3		8.0	9.6	9.2	8.9	4.5	6.7	9
Tinnell, Mabel.....	.3		5.0	9.1	8.9	7.0	2.2	5.4	10

* Here but a short time.

† Reads the lips well.

Respectfully submitted,

FAYETTA PECK,

LUANN C. RICE,

GRACE H. STRYKER,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I. Male, taught by Misses Hanmer and Smith, Messrs. Jones and Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Average.	Rank.
Tofsky, M.	8.0	5.5	7.9	7.1	1
Sheinholtz, H.	4.5	5.0	9.1	6.2	2
Droppe, H.	6.0	2.5	9.7	6.0	3
Muhlbach, A.	8.0	4.0	3.7	5.2	4
Tompeto, S.	6.0	3.0	5.3	4.7	5
McGovern, E.	6.0	1.0	1.1	2.7	6

Respectfully submitted,

M. L. BARRAGER,

FLORENCE G. S. SMITH,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Special, taught by Miss Barrager, Mr. Hoyt, and Miss Hanmer.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Story.	Language.	Arithmetic.	General Average.	Rank.
Biller, Samuel	8.3	9.0	9.4	10.0	9.1	1
Cole, Charles W.	6.0	5.0	9.0	7.0	6.7	2
Geffers, Thomas	4.0	5.0	8.2	7 0	6.0	3
Peterson, H.	3.0	4.0	9.4	6.0	5.6	4
McFarlane, R.	5.3	2.0	8.0	...	3.8	5
Tansley, John	10.0	...	2.0	...	3.0	6
Taran, Bennie	8.6	1.0	2.0	...	2.9	7
*Roth, Joseph	...	...	...	...	...	.
*Wood, Elwood	...	...	...	...	...	.

* Absent.

Respectfully submitted,

IDA MONTGOMERY,

ANNA HOLMES CLARK,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

FEMALE KINDERGARTEN.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Oral, taught by Misses Smith, Clark, Caparn, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Story.	General Average.	Rank.
Amnuth, J.	9.9	10.0	9.4	8.7	9.5	1
Eldridge, R	9.1	10.0	8.6	7.6	8.8	2
Berg, Paul	9.6	10.0	9.0	4.6	8.3	3
Duerr, A.	7.9	10.0	8.1	6.2	8.0	4
Lovitch, J.	9.1	8.0	6.7	7.9	7.9	5
Plapinger, H.	8.5	7.5	8.8	5.7	7.6	6
Siegel, C.	8.5	8.0	7.5	4.5	7.1	7
Annett, R.	8.1	9.0	6.2	5.4	7.1	7
Heil, J.	9.3	7.0	6.0	4.0	6.5	8
Hurson, A. L.	7.1	8.0	4.1	3.9	5.8	9
Rosenberg, M.	6.8	9.5	4.1	2.0	5.6	10

Respectfully submitted,

LENA STRYKER,

PRUDENCE E. BURCHARD,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II. B., taught by Misses Burchard, Smith and Hammer, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Story.	Average.	Rank.
Solomon, Irsael	5.2	9.0	7.7	7.0	7.2	1
Klain, Hannah	6.5	8.8	4.7	3.0	5.8	2
Wood, Clara	6.4	5.0	3.4	5.0	5.0	3
Jackson, R. H	5.0	5.6	8.2	1.0	5.0	3
Zundt, Edward	4.6	4.5	5.9	3.0	4.5	4
Rubien, Goldie	5.0	4.2	6.6	2.0	4.5	4
Smith, E	2.6	4.4	7.6	3.0	4.4	5
Pightling, Chas	5.7	4.0	4.0	3.0	4.2	6
Dingman, S	3.2	4.6	5.1	3.0	4.0	7
Cohen, Eva	4.1	4.4	2.0	2.0	3.1	8
Nuszek, J	2.2	5.2	1.4	2.0	2.7	9

Respectfully submitted,

BESSIE L. NIXON,

ROBERT D. HOYT,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade II., Oral Special, taught by Misses Nixon and Burchard, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH.		Language.	Arithmetic.	Penmanship.	General Average.	Rank.
	The Elements. Reading, Lip Reading.						
Kornblum, M.	7.2		7.8	9.0	9.0	8.2	1
Koplowitz, I.	9.7		8.1	5.0	8.5	7.8	2
Freileweh, St. C.	6.3		3.4	4.9	8.0	5.6	3
Howe, E.	6.2		4.3	4.6	7.5	5.6	3
Meyer, C.	4.3		5.2	5.2	7.2	5.5	4
Kingsley, C.	3.7		2.2	1.7	7.0	3.6	5

Respectfully submitted,

HARRIETT C. HALL,

E. R. C. CAPARN,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

UNIFORM OF GIRLS.

INSTITUTION, May 18, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., A, taught by Misses Montgomery, Nixon, Clark and Caparn.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip reading.	Language.	Arithemtic.	Story.	Average.	Rank.
Goldwater, B.	5.6	5.6	7.5	3.2	5.5	1
Elkan, B.	5.3	6.2	6.0	3.8	5.3	2
Chaimowitz, H.	6.7	5.2	6.5	2.5	5.2	3
Howard, B.	6.4	4.2	6.5	2.5	4.9	4
Mendelsohn, H.	0.7	4.3	7.6	4.5	4.3	5
Chaimowitz, A.	7.2	3.3	4.8	1.5	4.2	6
Ogle, K.	3.9	3.4	3.8	2.5	3.4	7
Lamprecht, W.	4.9	2.1	1.8	3.6	3.1	8

Respectfully submitted,

LENA STRYKER,

W. B. HILL,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II, Division Oral, taught by Misses Hall, Burchard, Caparn, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Story Reproduced	Average.	Rank.
Bucher, Ida	8.5	8.0	9.8	10.0	9.1	1
Bredemeyer, Katie	5.4	8.3	8.7	10.0	8.1	2
Clark, Winnie	9.5	6.3	6.5	9.9	8.0	3
Kugler, Freda	8.3	5.5	9.7	8.7	8.0	3
Friedman, Samuel	5.7	10.0	8.8	7.0	7.9	4
DeRouville, Clara	7.5	7.0	7.7	6.2	7.1	5
Schachter, Jennie	7.4	5.0	7.1	7.5	6.8	6
Barry, Alfred G	4.9	4.0	7.0	6.0	5.5	7
Seelig, James J	5.7	6.3	5.6	3.5	5.3	8
Dorst, Henry	7.8	3.5	5.1	4.0	5.1	9
Plapinger, Henry	6.8	4.5	4.5	4.0	5.0	10
Loew, Osmond	7.7	2.1	4.0	3.5	4.3	11
Koplick, Sadie	6.0	3.2	2.7	3.7	3.9	12

Respectfully submitted,

EVA E. BUCKINGHAM,

FLORENCE G. S. SMITH,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PLAY-HOUSE FOR THE MALE KINDERGARTEN—40x60 feet.

INSTITUTION, May 24, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Male, taught by Mr. Hill, Misses Montgomery, Caparn and Hanmer.

NAMES OF PUPILS.	SPEECH.		Geography.	Language.	Arithmetic.	Story.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.						
Wahlstrom, Oscar P..	8.8		7.1	8.3	6.8	5.9	7.4	1
Magersky, Eli.....	6.0		4.6	8.2	7.2	6.6	6.5	2
Haischober, Abraham	6.0		3.3	5.5	6.6	6.5	5.6	3
Young, Howell.....	5.0		0.3	5.3	4.5	5.1	4.0	4
Edmonston, David...	5.0		1.4	6.4	2.5	4.8	4.0	4
* Gompers, Alex.....	5.0		1.4	7.3	3.3	2.3	3.9	5
Picard, Francis.....	2.0		1.0	5.1	3.6	4.3	3.2	6
Wood, Frank..	2.0		2.1	6.3	1.2	3.8	3.1	7
Ulloa, Antonio.....	3.0		0.8	5.7	1.0	4.4	3.0	8
Daly, Thomas	...		...	4.8	1.2	2.5	1.7	9

* With the 2d Grade A in Arithmetic.

Respectfully submitted,

ANNA HOLMES CLARK,

WM. G. JONES,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*

DEAR SIR:—We herewith present our report of the examination of Grade III., Mixed B, taught by Misses Hanmer and Clark, and Messrs. Jones and Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Arithmetic.	Geography.	Story.	Average.	Rank.
Moore, A.....	9.1	9.5	6.8	9.0	8.0	8.5	1
Schwartz, J.....	6.0	6.5	5.7	9.5	6.0	6.7	2
Fink, W.....	5.4	6.5	5.4	9.0	3.0	5.9	3
Buel, A.....	7.8	7.0	5.2	6.6	3.0	5.9	3
Friedman, S.....	7.5	5.0	1.9	8.0	6.0	5.7	4
Branfuhr, M.....	8.3	7.0	4.2	5.0	1.0	5.1	5
Kornblum, M.....	8.9	6.0	4.5	5.0	1.0	5.1	5
Baschen, A.....	6.4	4.0	4.6	8.0	1.0	4.8	6
Hutter, B.....	9.2	4.0	1.3	3.0	3.0	4.1	7

Respectfully submitted,

IDA MONTGOMERY,

W. B. HILL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Mixed A, taught by Misses Hanmer, Caparn, Clark and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Story test.	Language.	Arithmetic.	Geography.	Average.	Rank.
Stamm, J.	3.9	9.0	9.9	8.5	9.3	8.1	1
Steinman, A	3.7	6.0	7.5	4.9	9.2	6.2	2
Wolfersteig, D.	3.9	2.9	7.8	2.3	9.5	5.1	3
Sorenson, J.	2.8	4.0	5.0	3.0	9.6	4.8	4
Brewer, M.	4.5	3.0	6.0	2.4	8.0	4.7	5
Isbell, C.	3.5	1.0	6.0	4.0	8.5	4.6	6
Smith, S.	5.7	...	6.0	1.4	9.6	4.5	7
Pape, D.	4.0	2.0	6.0	1.9	8.0	4.3	8
Narkir, G.	3.2	3.0	5.9	1.5	7.5	4.2	9
Hartnett, D.	2.7	1.0	5.0	2.5	8.6	3.9	10
Bullis, L.	4.9	1.0	7.0	1.0	5.5	3.8	11
Baker, C.	3.4	1.0	5.0	1.2	8.7	3.8	11

Respectfully submitted,

BESSIE L. NIXON,

C. W. VAN TASSELL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Oral, taught by Misses Buckingham, Clark, Caparn and Smith.

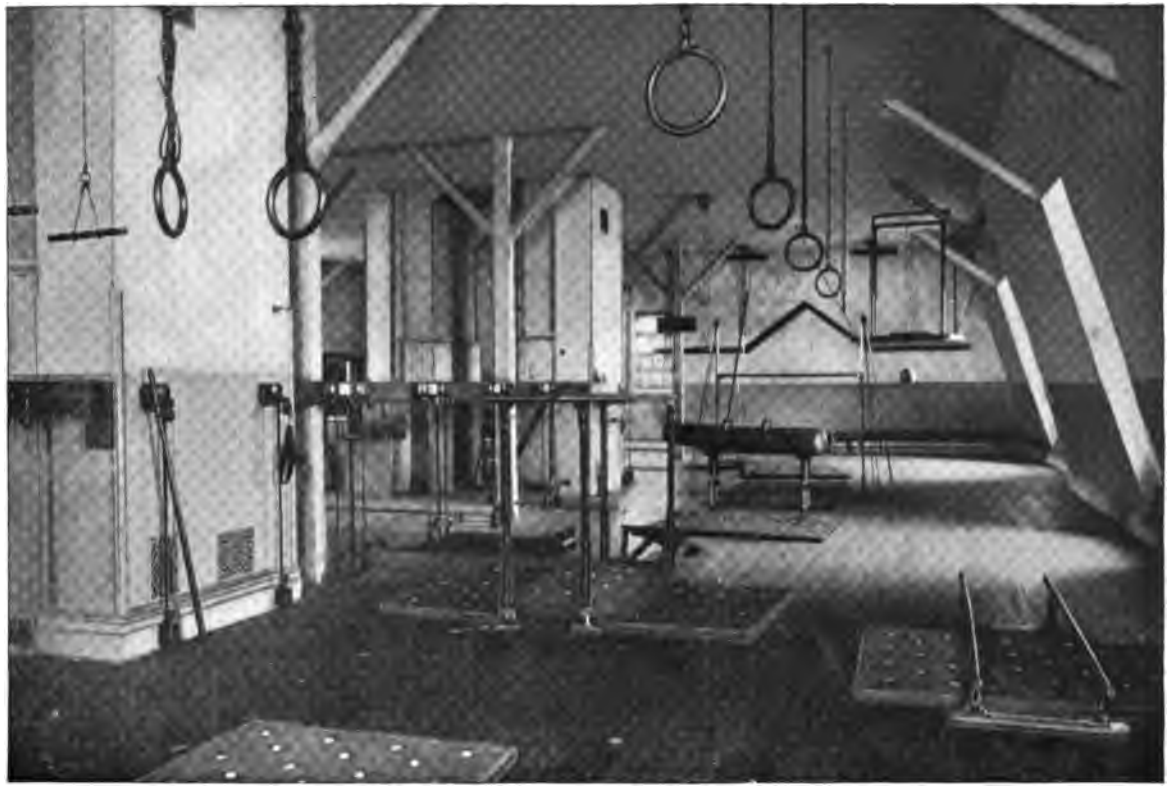
NAMES OF PUPILS.	SPEECH.		Language.	Principal's Test Story.	Arithmetic.	Geography.	Average.	Relative Rank.
	The Elements. Reading. Lip Reading.							
Holmes, Harry.....	8.3		9.8	9.6	10.0	10.0	9.5	1
King, Frederick.....	7.2		9.9	9.7	10.0	10.0	9.4	2
Berg, Eric.....	7.3		9.7	7.0	10.0	9.8	8.8	3
Nimmo, Frederick...	7.8		8.6	6.5	9.0	9.8	8.3	4
O'Donnell, James....	9.2		8.3	6.0	7.2	10.0	8.1	5
Zwoffe, Barnett.....	8.5		9.6	7.0	4.5	10.0	7.9	6
Birck, Vernon.....	9.3		9.9	9.5	4.5	6.0	7.8	7.
Kalen, David.....	7.3		7.1	...	3.0	9.9	6.8	8
Verhoeff, H.....	9.8		3.1	9.7	7.2	4.0	6.7	9
Jarboe, Lester.....	8.2		4.0	3.0	4.5	2.0	4.3	10

Respectfully submitted,

GRACE H. STRYKER,

LUANN C. RICE,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GYMNASIUM—150x55 feet.—A.

INSTITUTION, May 20, 1897.

ENOCH HENRY CUBRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade Aural, taught by Misses Nixon and Smith and Mr. Hill.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Story Reproduction.	Penmanship.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
1st DIVISION.								
Cohen, Louis	10.0		8.0	8.0	9.4	*a*	8.8	1
Blaum, Josephine	4.5		6.5	6.8	9.5	*a*	6.8	2
2d DIVISION.								
Simon, Henry	9.8		10.0	9.3	9.5	9.5	9.6	1
* Murray, Mary	7.5		10.0	9.1	8.5	7.0	8.4	2
Fluhr, Frank	9.0		9.4	7.3	6.0	8.5	8.0	3
Lane, William	9.5		6.3	7.7	5.0	8.5	7.4	4
Ferguson, George	9.5		6.5	8.7	5.0	7.0	7.3	5
3d DIVISION.								
Nickerson, Thomas	8.5		9.5	6.8	9.5	8.5	8.5	1
Hoenack, Elsa	...		9.0	9.7	5.0	7.5	7.8	2
Messerschmidt, J	7.5		7.5	6.1	...	7.0	7.0	3
† Rich, Ellis	...		...	...	...	...	...	..
‡ Tansley, John	...		...	...	...	...	...	..
\|\| Wood, Edward	...		...	...	...	...	...	..

* Was examined with the 3d Division in arithmetic.

† Is able to understand what is said to him but can read and write only a few words.

‡ Has been in school but a short time and knows only a few words.

|| Absent.

a Penmanship taught in another class.

Respectfully submitted,

PRUDENCE E. BURCHARD,

HARRIETT C. HALL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IV., Division Mixed, taught by Misses Buckingham, Hall, Hanmer and Montgomery.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Geography.	Arithmetic.	Language.	Average.	Rank.
Tanzas, M	8.3	9.8	8.4	8.4	8.7	1
Elliott, M	5.0	8.7	9.5	8.4	7.8	2
Moran, W	5.0	8.6	9.1	7.7	7.6	3
Pickruhl, C	7.0	7.8	8.2	5.8	7.2	4
Hefferman, W	7.0	8.2	6.0	6.0	6.8	5
Hurewitz, D	5.5	8.0	6.0	7.8	6.7	6
Johnston, R	8.5	4.3	4.8	7.6	6.2	7
Perry, E	8.6	5.8	5.3	4.2	6.0	8
Levin, M	3.0	7.8	8.2	4.7	5.9	9
Dick, G	3.0	7.5	5.8	4.3	5.1	10
Rosenberg, M	6.0	1.0	5.0	5.4	6.4	.

Respectfully submitted,

ANNA HOLMES CLARK,

M. E. UNKART,

Examiners.

INSTITUTION, May 25, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Mixed, taught by Misses Hall, Clark, Buckingham, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Geography.	Arithmetic.	Reproduction.	Gen. Average.	Rank.
Berger, F.....	9.7	8.4	10.0	8.2	7.0	8.7	1
Burt, D.....	8.2	6.3	10.0	9.0	9.5	8.6	2
Hoffman, M.....	9.7	5.9	10.0	7.5	9.3	8.5	3
Mason, F.....	10.0	8.0	8.9	6.1	9.0	8.4	4
Dyer, S.....	9.8	5.5	10.0	8.0	8.0	8.3	5
Satow, F.....	7.6	7.3	10.0	6.3	7.5	7.7	6
Blauth, W.....	2.8	6.2	10.0	7.2	9.5	7.1	7
Hutschenreuter, H..	6.0	5.7	9.0	5.2	5.5	6.3	8
Hicks, I.....	4.1	6.8	9.8	1.2	9.0	6.2	9
Wilson, T.....	5.9	4.9	9.8	3.0	4.0	5.5	10
Glosque M.....	2.3	7.5	10.0	0.9	5.0	5.1	11

Respectfully submitted,

E. R. C. CAPARN,

W. B. HILL,

Examiners.

INSTITUTION, May 25, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Mixed, taught by Misses Hall, Clark, Buckingham, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Geography.	Arithmetic.	Reproduction.	Gen. Average.	Rank.
Berger, F.....	9.7	8.4	10.0	8.2	7.0	8.7	1
Burt, D.....	8.2	6.3	10.0	9.0	9.5	8.6	2
Hoffman, M.....	9.7	5.9	10.0	7.5	9.3	8.5	3
Mason, F.....	10.0	8.0	8.9	6.1	9.0	8.4	4
Dyer, S.....	9.8	5.5	10.0	8.0	8.0	8.3	5
Satow, F.....	7.6	7.3	10.0	6.3	7.5	7.7	6
Blauth, W.....	2.8	6.2	10.0	7.2	9.5	7.1	7
Hutschenreuter, H..	6.0	5.7	9.0	5.2	5.5	6.3	8
Hicks, I.....	4.1	6.8	9.8	1.2	9.0	6.2	9
Wilson, T.....	5.9	4.9	9.8	3.0	4.0	5.5	10
Glosque M.....	2.3	7.5	10.0	0.9	5.0	5.1	11

Respectfully submitted,

E. R. C. CAPARN,

W. B. HILL,

Examiners.

INSTITUTION, May 24, 1897.

[illegible] HENRY CURRIER, M.A. *Principal:*

DEAR SIR.—We herewith present our report of the examination of [illegible] Mixed B taught by Mr. Hill and Misses Burchard, Cogan and Hall.

NAMES OF PUPILS.	SPEECH.		Geography.	Language.	Arithmetic.	Story.	Average.	Rank.
	The Elements	Reading and Reading						
Gaffney, James	5.5		5.4	7.3	8.8	7.4	7.1	1
Shea, Edward	5.4		6.7	7.1	7.6	7.1	6.8	2
Reicke, George	5.8		6.4	7.1	8.5	5.0	6.8	2
Miller, Charles	5.8		5.5	6.1	8.4	3.7	6.1	3
Postlethwaite, W. D.	7.0		2.8	5.8	5.6	5.3	5.3	4
Goldstein, Leah	8.0		4.0	6.2	3.7	4.4	5.3	4
Barnett, Charlotte	5.7		6.9	6.4	1.7	5.4	5.2	5
Lynch, William	4.9		4.8	6.5	6.2	3.6	5.2	5
Izquierdo, Arthur	5.4		7.2	5.4	3.6	2.9	4.9	6
Blackman, Katie	6.8		1.8	7.1	2.4	5.3	4.7	7
Pindar, Edna	6.8		3.7	5.8	1.5	4.6	4.5	8
Walker, Lillie	5.4		1.2	6.3	0.7	4.7	3.7	9

Respectfully submitted,

S. B. HANMER,

WM. G. JONES,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed A, taught by Misses Buckingham, Hanmer, and Hall, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.							
	The Elements. Reading. Lip Reading.	Language.	Geography.	Arithmetic.	Reproduction.	General Average.	Rank.	
Brewer, E.	8.5	7.7	10.0	9.8	9.5	9.1	1	
Silvermond, B.	8.1	8.4	6.5	10.0	9.0	8.1	2	
Gaunt, C.	9.0	7.2	7.0	10.0	4.0	7.5	3	
Brewer, C.	9.0	5.8	5.4	10.0	6.5	7.2	4	
Sanford, C.	7.6	4.0	8.3	8.0	4.5	6.5	5	
Hatowsky, L.	6.3	5.0	7.8	9.5	3.2	6.2	6	
Peter, C.	7.3	6.7	6.0	6.5	3.0	6.0	7	
Byron, F.	5.7	6.2	4.2	4 0	5.1	5.1	8	
Little, N.	7.0	6.1	1.5	2.0	5.0	4.4	9	

Respectfully submitted,

M. L. BARRAGER,

E. R. C. CAPARN,

Examiners.

INSTITUTION, May 24, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed B, taught by Mr. Hill and Misses Burchard, Caparn, and Hall.

NAMES OF PUPILS.	SPEECH.	Geography.	Language.	Arithmetic.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Gaffney, James.....	6.5	5.4	7.3	8.8	7.4	7.1	1
Slinn, Edward.....	5.4	6.7	7.1	7.6	7.1	6.8	2
Reicke, George.....	6.8	6.4	7.1	8.5	5.0	6.8	2
Muller, Charles.....	6.8	5.5	6.1	8.4	3.7	6.1	3
Postlethwaite, W. D..	7.0	2.8	5.8	5.6	5.3	5.3	4
Goldstein, Leah.....	8.0	4.0	6.2	3.7	4.4	5.3	4
Barnett, Charlotte...	5.7	6.9	6.4	1.7	5.4	5.2	5
Lynch, William.....	4.9	4.8	6.5	6.2	3.6	5.2	5
Izquierdo, Arthur....	5.4	7.2	5.4	3.6	2.9	4.9	6
Blackman, Katie.....	6.8	1.8	7.1	2.4	5.3	4.7	7
Pindar, Edna.....	6.8	3.7	5.8	1.5	4.6	4.5	8
Walker, Lillie.....	5.4	1.2	6.3	0.7	4.7	3.7	9

Respectfully submitted,

S. B. HANMER,

WM. G. JONES,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed A, taught by Misses Buckingham, Hanmer, and Hall, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.		Language.	Geography.	Arithmetic.	Reproduction.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.						
Brewer, E.	8.5	7.7	10.0	9.8	9.5	9.1	1	
Silvermond, B.	8.1	8.4	6.5	10.0	9.0	8.1	2	
Gaunt, C.	9.0	7.2	7.0	10.0	4.0	7.5	3	
Brewer, C.	9.0	5.8	5.4	10.0	6.5	7.2	4	
Sanford, C.	7.6	4.0	8.3	8.0	4.5	6.5	5	
Hatowsky, L.	6.3	5.0	7.8	9.5	3.2	6.2	6	
Peter, C.	7.3	6.7	6.0	6.5	3.0	6.0	7	
Byron, F.	5.7	6.2	4.2	4 0	5.1	5.1	8	
Little, N.	7.0	6.1	1.5	2.0	5.0	4.4	9	

Respectfully submitted,

M. L. BARRAGER,

E. R. C. CAPARN,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Oral, taught by Misses Caparn, Buckingham, Hanmer, and Hall.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Story.	Language.	Arithmetic.	Geography.	Gen. Average.	Rank.
Donald, H.....	7.7	10.0	9.8	8.0	8.5	8.8	1
Van Valkenburg, C..	9.2	7.5	8.2	7.5	10.0	8.5	2
Laughlin, F.....	9.4	2.0	8.5	9.0	6.0	7.0	3
Turner, L.....	7.4	4.0	7.6	8.0	6.5	6.7	4
Patterson, G.....	8.0	1.0	8.5	5.5	8.0	6.2	5
Berg, A.....	9.1	3.0	6.3	3.3	5.5	5.5	6
Gabie, F.....	9.3	1.0	7.5	5.0	4.0	5.4	7
Orman, T.....	9.4	...	4.3	5.8	4.0	4.7	8
Burdette, G.....	7.6	0.5	6.0	1.0	6.5	4.3	9
Callahan, M.....	9.2	2.0	4.6	1.0	4.5	4.2	10
Doxsie, G.....	6.5	3.0	3.8	4.0	...	3.5	11

Respectfully submitted,

BESSIE NIXON,

ROBERT D. HOYT,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GIRLS' STUDY ROOM, MAIN BUILDING. 150x50 feet.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VII., Mixed, taught by Misses Buckingham and Smith, Mr. Hoyt and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	History.	Geography.	Story.	Average.	Rank.
Ehrlich, K.	7.1	7.8	7.6	7.8	7.3	9.2	8.0	1
Ottmer, K.	6.1	8.3	8.4	8.5	7.2	9.0	7.9	2
Hannon, S.	7.1	7.5	6.4	9.8	7.8	9.9	7.9	2
Morrison, M. N.	4.2	9.8	8.8	8.5	5.8	9.9	7.8	3
Marks, M. J.	7.3	9.6	6.1	7.7	5.2	7.9	7.6	4
Thadwald, M. E.	6.8	6.1	8.2	8.3	6.8	7.5	7.6	4
McBride, J.	3.7	9.0	7.0	8.4	9.2	5.0	7.0	5
Bolender, J.	7.3	3.5	6.6	9.0	6.5	9.4	7.0	5
Gibbs, M.	4.4	5.6	6.0	7.2	7.2	8.9	6.5	6
Bachman, F.	4.4	5.9	7.2	7.8	4.6	9.0	6.4	7
Muller, B.	5.8	3.8	4.7	2.1	2.6	8.8	4.6	8

Respectfully submitted,

AMELIA E. BERRY,

M. E. UNKART,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*

DEAR SIR :—We herewith present our report of the examination of Grade VII., Oral, taught by Misses Buckingham, Nixon and Burchard, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	History.	Story.	Geography.	Arithmetic.	Language.	Average.	Rank.
Dornblut, L.....	9.9	7.3	10.0	8.0	7.1	9.9	8.7	1
Burch, L.....	7.0	8.0	9.0	7.0	9.2	8.0	8.0	2
Peck, D.....	8.4	5.1	9.5	7.0	8.0	9.2	7.9	3
Fenalli, R.....	7.5	6.6	9.0	4.6	8.6	7.6	7.3	4
McDonald, G.....	6.5	6.5	9.5	5.1	7.1	8.1	7.1	5
Venuto, L.....	7.8	7.3	9.0	5.2	4.0	7.1	6.7	6
Mishnun, R.....	5.0	6.0	9.0	6.1	3.8	9.4	6.6	7
Elsworth, E.....	7.5	4.8	8.5	3.3	8.9	5.8	6.5	8
Hunter, S.....	9.1	1.9	6.0	4.0	6.7	9.1	6.1	9
Elsworth, S.....	7.4	4.2	5.0	3.5	8.0	7.3	5.9	10
Powell, H.....	7.3	2.3	7.5	3.2	3.8	8.5	5.4	11
Berg, A.....	7.7	1.0	8.5	...	7.7	6.1	5.2	12

Respectfully submitted,

HARRIETT C. HALL,

ROBERT D. HOYT,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of the Advanced Oral, taught by Misses Burchard, Buckingham, Nixon, and Mr. Fox.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Geography.	History.	Arithmetic.	Language.	Story.	General Average.	Rank.
Stern, Alfred.....	8.8	7.6	9.8	8.5	9.0	10.0	8.9	1
Renner, William....	8.3	7.1	9.5	8.5	9.9	10.0	8.9	1
Judge, Alice.....	7.1	8.8	8.7	9.0	9.1	9.0	8.6	2
Smith, Lydia.....	8.0	8.4	9.2	9.7	8.8	7.8	8.6	2
Gray, Edith.....	8.0	9.0	7.5	7.9	8.0	8.8	8.2	3
Turner, Gertrude...	7.8	9.0	7.5	8.3	7.5	7.3	7.9	4
Elsworth, Kate.....	8.0	8.5	10.0	7.8	7.0	6.0	7.8	5
Konkel, William....	8.5	5.9	6.0	9.7	7.3	5.5	7.2	6
Rappholdt, Edward..	9.5	4.3	8.6	6.4	8.1	4.8	6.9	7
Buhl, Adolph.....	4.1	3.4	4.8	...	2.4	9.2	3.9	8

Respectfully submitted,

STELLA B. HANMER,

MARGARET S. MCGILL,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IX., taught by Miss Hall, Messrs. Hoyt, Hill and Jones.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Nat. Philosophy.	Current Events.	Story.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.						
Mayer, E.....	6.9		7.8	9.5	8.6	9.7	8.5	1
Elflein, J. A.....	6.7		8.6	6.5	9.0	9.0	8.0	2
Kiernan, P. J.....	6.8		5.0	8.3	9.5	9.5	7.8	3
Moeslein, E. V.....	9.2		6.8	5.3	7.3	9.5	7.6	4
Ellis, E.....	7.8		7.5	6.7	8.6	6.5	7.4	5
Levy, J.....	6.7		4.6	4.7	7.2	6.5	5.9	6
Avens, J.....	7.4		5.5	4.7	5.1	6.0	5.7	7
Lawton, R. H.....	6.3		5.6	4.1	5.9	6.5	5.6	8
McVea, R.....	7.0		3.2	5.3	7.3	4.5	5.4	9

Respectfully submitted,

PRUDENCE E. BURCHARD,

LENA STRYKER,

Examiners.

ENOCH HENRY CURRIER, M A., *Principal:*

DEAR SIR :—We herewith present our report of the examination of the Academic Grade, taught by Mr. Fox and Miss Hall.

NAMES OF PUPILS.	Speech.	Reproduction.	English Composition.	English Grammar.	History of the United States.	History of England	Arithmetic.	Physics.	Geography.	Physical Geography.	Average.	Rank.
Spahn, Bertha.....	9.5	10.0	10.0	9.8	10.0	9.9	10.0	9.6	9.3	9.9	9.8	1
Fish, Sarah C.....	9.3	9.0	10.0	9.6	9.9	10.0	10.0	9.7	9.8	9.8	9.7	2
McPhail, Annie.....	7.2	10.0	10.0	9.5	10.0	9.9	9.9	10.0	9.5	9.0	9.6	3
Caddy, Emma F.....	6.9	10.0	10.0	9.7	10.0	10.0	7.0	9.0	9.8	10.0	9.2	4
Myers, Louise B.....	8.9	10.0	10.0	10.0	10.0	10.0	10.0	9.8	8.8		8.7	5
Keiser, John.....	8.7	10.0	10.0	7.3	10.0	9.9	2.0	6.0	8.0	7.0	7.8	6
Anderson, Elizabeth M.....	4.8	10.0	7.5	8.2	9.3	9.0	5.0	5.0	9.8	9.0	7.7	7
Beck, Herman F.....	4.3	9.5	9.6	8.0	8.0	8.5	6.4	5.0	9.2	8.5	7.7	8
Freeman, Sarah B.....	9.8	10.0	8.7	6.5	7.0	3.0	5.8	4.5	6.0	4 0	6.7	9
Kummer, Louise.....	8.8	8.5	7.0	5.0	7.5	5.0	5.0	4.0	8.4	6.0	6.4	10

Respectfully submitted,

FLORENCE G. S. SMITH,

THOMAS FRANCIS FOX,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ORRIS BENSON. Blind and Deaf.

NEW YORK, May 20, 1897.

MR. ENOCH HENRY CURRIER, *Principal:*

DEAR SIR:—I herewith present my report of the examination of the deaf and blind pupil, Orris Benson, taught by Misses Montgomery and Nixon.

Benson has studied United States History, Geography, Language and Arithmetic.

The quickness with which he performs problems mentally is surprising.

He is familiar with coins, and counts money and reckons change rapidly.

In geography, he put together a section map of the United States, giving the name of each State.

On relief maps he pointed out the countries, seas, islands and mountains of North and South America, Europe and Asia.

When he touched Spain, he declared that he hated the Spanish, they were so cruel to Cuba.

When he came to the Island of Crete, he expressed his sympathy for the Greeks, showing that he is not ignorant of current events.

He has general idea of the History of the United States, telling about the discovery and settlement of America; the adventures of Sir Walter Raleigh, John Smith, and others.

He declared Abraham Lincoln to be the *greatest* man.

When asked how Lincoln died, he said, "Booth was a mean man shot him."

He spoke of the 4th of July as the "Birthday of the United States."

Benson's ideas are very original, and he clothes them in good language.

One of the things that impressed me most was the ability and persistency with which he asked intelligent questions, and the readiness with which he grasped explanations, showing that he has learned the real use of language.

With the typewriter he wrote an account of the Member's Day Meeting.

His sense of humor is keen. He was very much amused because the Principal spoke of the daughters of a lady named Mrs. Stone, as "pebbles."

It gives me great satisfaction to state that his answers were given *orally* and were perfectly intelligible.

The examination of a pupil with a mind like Orris Benson's is a pleasure, rather than a duty.

Respectfully submitted. E. E. B.

REPORT OF THE EXAMINER OF ART CLASSES.

CHARLES VOLKMAR,

CROWN POINT POTTERY.

CERAMIC DECORATIONS FOR ARCHITECTURAL PURPOSES.

MEDALS AWARDED:
Centennial Medal, Phila., 1876.
Medal of Excellence, Am. Inst., 1886.
Silver Medal, Mass. C. M. A., 1890.
Longstreth Medal, Franklin Inst., 1890.
First Gold Medal, Grand Prize, Atlanta, Ga., 1895.

CORONA, N. Y., June 5, 1897.

ENOCH HENRY CURRIER, ESQ., *Principal of the New York Institution for the Instruction of the Deaf and Dumb, New York City:*

DEAR SIR:—It gives me the greatest of pleasure to make the report of my examination of the Art Department of the Institution for the Deaf and Dumb so favorable, both to instructor and pupils.

For an institution which does not make a specialty of an Art Education, the result of your last year work is very successful, and must be most gratifying to Miss LePrince. Her theory that the mind should first be taught what the hand is to execute, and also to make the execution by the simplest methods available, cannot but obtain the most satisfactory results.

For the elementary classes, the modelling in clay produces the most practical impressions of form. For composition, the use of charcoal is most advantageous in the saving of time? The most suitable method, when decisive qualities are required, is undoubtedly pen and ink, as it compels the student to be both precise and exact in his work. The water color work for the higher classes is more than creditable, the important feature of simplicity essential in decoration being thoroughly understood.

The great advances made in America during the last decade in the applied arts, is mainly due to Institutions like yours, whose object is not to produce great artists (great men are born not made), but by laying the foundation and preparing your pupils to enter successfully the different channels of the Art Industries of your country, and so produce workmanship of the highest grade.

Yours faithfully,

CHARLES VOLKMAR.

REPORT ON GYMNASIUM.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—This report is compiled from the measurements of all the male pupils in the Institution proper.

The same general improvement may be seen as has been observed in former examinations; and one circumstance has happened in this year's work which shows very strongly the advantages derived from the gymnasium. On account of the press of work in the printing office, the printers, 42 in number, did not go to the gymnasium after the Christmas recess, and as a result, these 42 boys show an average decrease of 12⅛ cubic inches in lung capacity alone, and a general falling off in their other measurements.

Up to Christmas, a total of 147 boys exercised daily, and after that 105 boys, and these show the usual favorable increase.

One factor which serves to bring down the general average, is that the small boys are included in the averages with the larger ones. Naturally the small boys from the kindergarten, who have just become members of the Institution family, lack previous training, and their small lung capacity naturally lowers the general average very decidedly. It would perhaps be advisable in the future, in order to get a correct idea of what has been done, to divide the boys into two classes, according to term of pupilage, and to keep the measurements of the classes separate.

Here are some cases which show the advance made:—

CHART 36.

LAST YEAR.		THIS YEAR.
2½ inches	Chest Expansion	3 inches.
11 times	Dip	10 times.
15 times	Pull Up	16 times.
250 cu. in.	Lung Capacity	235 cu. in.

CHART 99.

LAST YEAR.		THIS YEAR.
34 inches	Chest Expansion	35 inches.
12 times	Dip	16 times.
17 times	Pull Up	21 times.
190 cu. in.	Lung Capacity	190 cu in.

CHART 123.

LAST YEAR.		THIS YEAR.
⅔ inches	Chest expansion	3.5 inches.
15 times	Pull Up	16 times.
11 times	Dip	16 times.
200 cu. in.	Lung Capacity	200 cu. in.

Among the weaker boys, the case of Chart 147 is a good one. He came to the school one year ago. Physically he was very weak, and almost helpless as regards vitality and strength; and now after one year of light work as prescribed in such cases, he shows a gain of 16 lbs. in weight, 3 inches in height, .5 inches in chest expansion, .1 to .6 inches increase in general muscular development, a gain of 4 in the strength tests, and 26 cubic inches in lung capacity.

Here are the averages for the whole 147 boys.

Chest contracted	29.9 inches.
Chest expanded	32.2 inches.
Average expansion	2.3 inches.

STRENGTH TESTS.

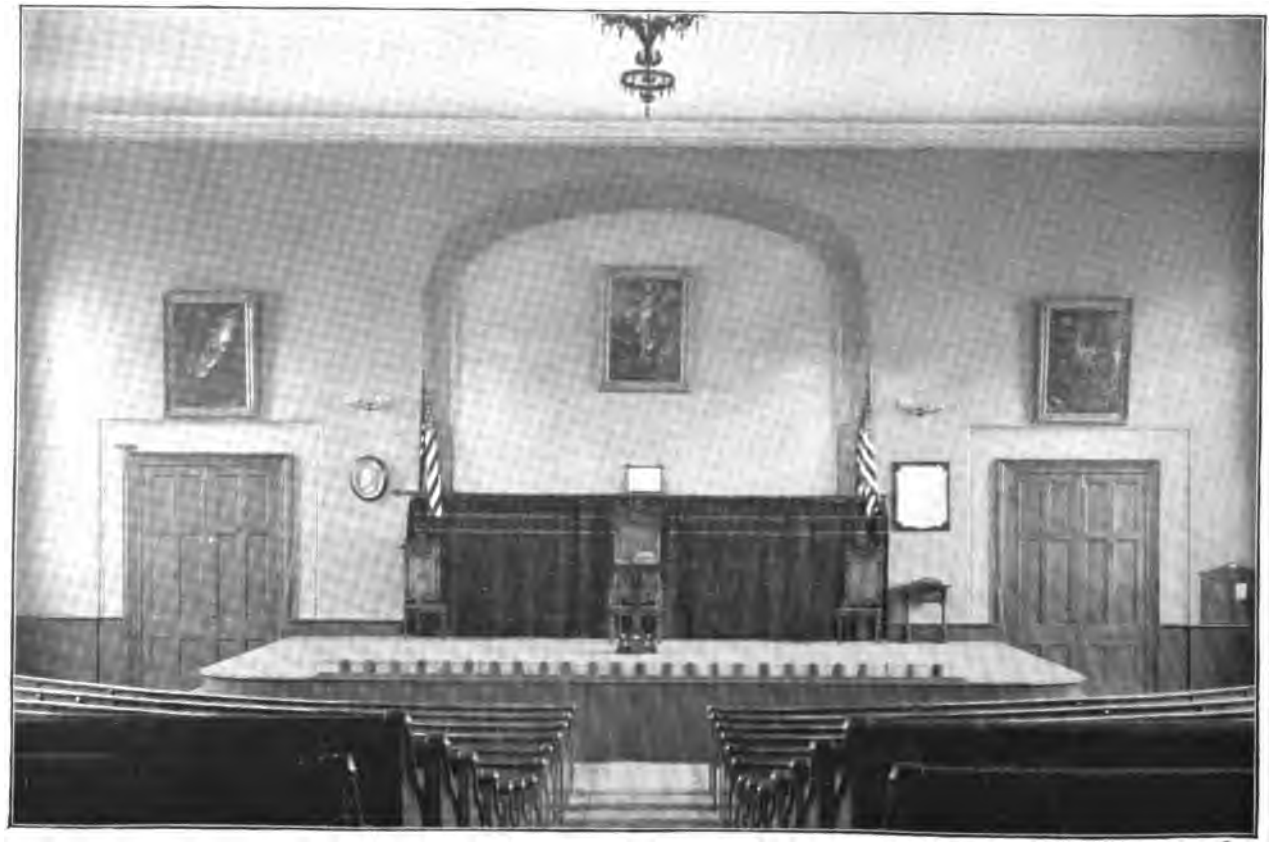
Dip	5½ times.
Pull Up	6½ times.
Lung Capacity	161 cu. in.

The physical condition of the boys is fine, and the standard of work this past year has been much in advance of any previous year. It is a pleasure to see what the gymnasium has done and is doing for the boys, both morally and physically.

Respectfully submitted,

ROBERT HOYT.

WILLIAM B. HILL.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE CHAPEL IN MAIN BUILDING—80x60x30 feet.

THE BACCALAUREATE SERMON.

By Isaac Lewis Peet, LL.D., *Emeritus Principal.*

JUNE 6, 1898.

Genesis 9: 13 and 16.—"I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth. And the bow shall be in the cloud; and I will look upon it that I may remember the everlasting covenant between God and every living creature of all flesh that is upon the earth."

One day during the past month, after forty-eight hours of incessant rain, while I was paying a visit in the country, there broke upon my vision the gorgeous spectacle of a rainbow in the east. This phenomenon, as you know, is caused by the refraction and reflection of the sun's rays in drops of falling water, and is composed of the seven primary colors—violet, indigo, blue, green, yellow, orange and red—appearing in concentric bands in an arch upon the sky.

As I thought how Noah must have rejoiced at this sight, a picture of the scene came before my mind. With his precious household he had just gone forth of the ark in which they had been confined for a year and ten days. Gathered around the altar which he had built, he and his family were in the act of paying appropriate worship to the Divine Being. When a voice from Heaven was heard giving the assurance in emphatic words that the earth should never again be destroyed by a flood. Then the prevailing mists were gathered into a cloud, and dissolved in rain, the sun so long hidden from human view, shone forth in dazzling brightness, and a beautiful arch of resplendent colors made its appearance in the sky. At this moment, the concluding words were heard. "This is token of the convenant which I have established between me and all flesh that is upon the earth."

To Noah it was not only the end of a long period of gloom and the harbinger of bright days to follow, but it was the sign and seal of the first convenant God ever made with man.

To me, it was the emblem of hope and a promise that my prayers should be answered in behalf of those I leave behind me, and as Noah took of every clean beast and every clean fowl and offered burnt offerings upon the altar, so I involuntarily poured forth the sincerest aspirations of my soul.

We have in our daily life tokens of God's love and the love of the

others. The repeated miracle of the sunrise after a night of refreshing sleep, should awaken gratitude in our hearts. It is then that new life courses through our veins and we feel prepared for the duties of the day.

The seasons in their order present a different garb as they succeed each other. The tender green and delicate foliage of spring, the full bloom of summer, the dark but splendid hues of autumn, and the shroud of winter, are tokens of the passing year.

Letters from home are tokens of your parents' continued affection.

Each recurring duty of the school is a token that your life of preparation is progressing; and the diploma which you receive at the end of your school course, is a token that the time of preparation is past and that the period of actual responsible life has begun.

Tokens are memorials, in which sense they are expressions of love, gratitude, and reverence. They sometimes take the form of days, in which great events are commemorated and great sentiments are expressed. In this Institution, taking them in their order, we have: The 19th of November, the birthday of the late Dr. H. P. Peet, on which are recalled the names and characteristics of the more prominent men who, as directors, officers, teachers, and even pupils, have conferred honor upon this Institution; the fourth of December, the anniversary of our removal from 50th Street, a day fraught with may associations; Christmas, the day of joy and gladness, which reminds us of the coming into the world of the Saviour of mankind; New Year's Day, which marks the beginning of a new period of twelve successive months to be numbered on the calendar of history as a portion of the century; Lincoln's Birthday, and Washington's Birthday, when are brought to mind, under the latter name the founders, and the former name the saviours of our nation; Arbor Day, on which a new tree is added to the "groves" which "were God's first temple;" Memorial Day, dedicated to the memory of those who have died for their country; and the Fourth of July, our great National holiday, on which was originally proclaimed "Liberty to Mankind."

Tokens again take the form of monuments and statues. In the former a great portion of the world's history has been written, and the latter serve to remind us of the personality of the great men whose thoughts and deeds were illustrious.

But there are no tokens which concern us more than those which relate to our well-being, both in this life and in the life which is to come. They are associated with religion, and as such should be cherished above all others. The first great token is the Cross of Christ, which reminds us of God's promise that, for the sake of Him who

died thereon, our sins shall be forgiven, and we shall obtain eternal life. It is the token of God's mercy; but for this we should have no hope. If, in sorrow for our sins, we look upon this, we shall have the assurance of pardon and of hope. The sun of righteousness shining through our tears will create a rainbow such as Noah looked upon when the natural sun shone through the drops of rain.

Next comes Baptism, which is a token of the washing away of our sinful nature by the influence of the Holy Spirit, whereby we are born again, and whereas, we were at one time inclined to do evil, we are thenceforward inclined to do well, to love the Lord our God with all our heart and soul and strength, and our neighbors as ourselves. This new tendency is called regeneration, and is followed by sanctification, which leads us gradually to become better and better, till we have reached that point where we should have been if we had never sinned.

After this we have the memorial of the Lord's Supper, instituted by our Lord and Saviour Jesus Christ, as He was about to leave the world of sin and sorrow. At this we partake of the broken bread, which is a token of our Saviour's body broken for us, and of the poured-out wine, which is a token of His blood shed for the remission of our sins.

Another religious token is the wedding ring which, by its shape, signifies the unending character of the marriage relation. Then we have the pure white lilies of Easter, when our Lord rose from the dead, fitting tokens of the resurrection, as they appear at the season when Nature springs into new life after the long death-like sleep of Winter.

As this is the last Sabbath of your school year, it is proper that I should give a few words of advice to those who stand upon the threshold of a new period of existence, a period for which your whole life hitherto has been but a season of preparation.

First :—The only safe course is to commit yourselves and your whole life to the keeping of God. It is a fitting time to remember his mercies, to repent of your sins, and to ask for forgiveness in the name of Jesus Christ. Pray for the indwelling influences of the Holy Spirit, that you may be regenerated and sanctified. He will hear your prayer, for He has said through the lips of His Son: "Seek and ye shall find;" "Knock and it shall be opened unto you;" "He that cometh unto me I will in no wise cast out;" "Come unto me all ye that labor and are heavy laden, and I will give you rest."

Second :—Under these circumstances unite yourselves with the Church of Christ. Naturally you will become confirmed by some

bishop or minister in the denomination in which you were baptized, but if you have not been so baptized it would be wise for you to follow the wishes of your parents if they are religious people. It will be your own act, however, and you must decide prayerfully what you owe to your own belief. The main thing is that you should acknowledge Christ before men, and that you should come under the care of a pastor, and be associated with people who shall sympathize with you, and help you in maintaining a strictly religious life. You should, in this connection, aim to obey the whole law of God, and never to bring reproach unto His people. Let your lives be pure, honorable, honest, and benevolent. Obey the whole moral law as it has been interpreted by your Saviour.

Third :—Let there be some things that you can never do. Never be mean ; never tell a lie ; never be jealous ; never indulge in overweening pride, vanity, or self-conceit.

Fourth :—Guard against temptation. There is none more insidious than that of indulging in intoxicating drinks. The young person who sets out with the determination of being a total abstainer from their use, is much safer in all the relations of life. He is less liable to disease of mind or body ; he will not be so apt to do and say foolish things, or to perform acts for which he will be sorry to his dying day. Another temptation which should be watched for with dread, is that to sudden anger. It has been called "a short madness," and we should be careful to keep ourselves under control when it excites us.

Fifth :—Begin and end each day with reading the Bible and with prayer. "Trust in the Lord with all thine heart and lean not to thy own understanding ; in all thy ways acknowledge Him, and He shall direct thy paths."—Prov. 3 : 5–6.

Sixth :—Keep holy the Sabbath Day. This you owe both to God and yourselves. Attend church whenever you can, and though you may not follow the services, you will find yourselves in the place devoted to the worship of God, in which you can join both in reverence and with the heart.

Seventh :—"Do with your might whatsoever your hand findeth to do." Find some employment, and stick to it faithfully and industriously. The trade which you have learned in the Institution will probably be your first if not your last resource. Perfect yourself in it. Be known as a thoroughly skillful workman, so that your services will always be in demand.

Eighth :—Obey the laws of health, in eating, in drinking, in sleeping, and in physical exercise. At the same time cultivate hopefulness and equanimity. All these things lead to long life.

Ninth :—Cultivate the mind, both by reading and writing, and

thinking and reflecting. Commit something to memory every day, if it be but a line, and review it constantly that it may ever be with you. What we remember may occupy our thoughts when our eyes are closed or when we have no books at hand.

Tenth:—Be polite to others, and seek to gain their good-will by your pleasant manners, cheerful conduct and obliging disposition. Do not keep yourselves aloof from good society, but enter heartily into those enjoyments which, if taken in moderation, promote happiness in life.

Eleventh:—Be frugal. Divide up what you earn into several portions: first, necessary expenses, second, a reserve for the savings bank, and, third, a contribution to benevolent purposes. System in this respect should be the rule of your life. It will enable you to help others and to help yourselves. It will be a provision against the rainy day when you are too feeble to perform it.

Twelfth:—Cultivate home ties. Be demonstrative in your affection for your parents, and let them feel that they will never be unloved or forgotten. The highest earthly reward is promised to filial piety, and this is but a type of that piety which recognizes God as our father, and to which is promised a home of eternal happiness in Heaven.

The foregoing injunctions may be summed up in one word—loyalty—loyalty to the institution in which you have been educated; loyalty to your friends and teachers; loyalty to yourselves; loyalty to your employers; loyalty to your country; loyalty to your church; loyalty to your parents and family; loyalty to God.

In this respect, never be recreant. Be known as one who can be trusted, one who can never be feared as a possible traitor. Judas Iscariot and Benedict Arnold were types of disloyalty.

The apostle Paul and Washington were types of its opposite. Of General Grant, the great military successor of Washington, it has been well said by one who knew him: "His predominant trait of character was loyalty. In this respect he never failed, and it made his life a grand success." May this be said of you, and may it secure to you the welcome plaudit: "Well done, thou good and faithful servant, enter thou into the joy of the Lord."

PLANTING THE IVY.

On the evening of Monday, June 7th, the graduating class observed the interesting ceremony of planting the class ivy. The address for the class was made by Mr. Peter J. Kiernan, and was as follows:—

Ivy Oration.

Mr. Principal, Fellow Members of the Graduating Class:—We meet this evening to observe the Ivy custom. The plant itself has already taken firm root, and begun to climb. We expect that in time it will spread, be well covered with beautiful tendrils, and so cling firmly to this protecting home of our childhood. So may our lives cling to all that is true and right, and then we shall have strength and happiness.

The time has come for us to say farewell to you, our Principal and friend. We part with you after all these pleasant years of friendship. We wish to say that we have enjoyed your companionship, and trust we leave with your best wishes and a warm place in your regard. We shall ever hold in fond remembrance the happy times we have had here, and shall often think of you, when working our separate way up in the great world outside.

And now, farewell, with best wishes for your happiness, and the continued success of our beloved school, Fanwood.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Trades Schools.

Greenhouses.

ANNUAL COMMENCEMENT.

Literary exercises, marking the Seventy-Ninth Commencement of the Institution, were held in the chapel, beginning at eleven o'clock in the forenoon of Tuesday, June 8th. On the occasion the following was the—

PROGRAMME.

I. PRAYER.

II. ADDRESS BY THE PRESIDENT.

III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.

1. Illustrations of Art Instruction, with Primary Classes.
2. Salutatory Address, with Essay on "American Patriotism," by Bertha Margaret Spahn.
3. Essay—Soliloquy on Milton's "Paradise Lost," by Sara Christine Fish.
4. Essay—"Mind and Muscle," by Edward Rappholdt.
5. Kindergarten Work with the Deaf.
6. Intermediate Art Work.
7. Essay—"Our Lady of the Snows," by Annie Lavinia McPhail.
8. Essay—"Trades," by Peter J. Kiernan.
9. Exercises by the deaf, dumb and blind boy, Orris Benson.
10. Illustration of the Gymnasium.
11. Essay—"Literary Recreations," with Valedictory Address, by Emma French Caddy.

IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION.

V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

VI. "America," recited in signs.

VII. BENEDICTION.

The essays and addresses, delivered by members of the graduating class, follow in their order on the program.

SALUTATORY ADDRESS, WITH ESSAY ON AMERICAN PATRIOTISM.

By Bertha Margaret Spahn.

Ladies and Gentlemen:—It gives me pleasure to welcome you here. We hope that the exercises will win your approval. It is unnecessary for me to mention in detail the good work of this school, as you can judge for yourselves what a marked progress it has undergone during the past several years.

We think that you will find many things that will attract your attention, whether your interest is that of a parent or a casual visitor, for our school certainly keeps pace with the march of progress, and affords all its pupils the greatest possible advantages to be obtained not only in a school for the deaf, but in any school for any class of people. Again, we bid you welcome.

Essay.

When Charles Dickens visited the United States many years ago, he returned home and issued to the world his "American Notes." In his remarks on us as a people, we were represented as a nation of money-makers, with only one idea, money and commercial gain, devoid of any literary, artistic or patriotic feelings. But the time came when even he confessed that his views were not strictly true, and he retracted them.

At this day, it is easy to see that such remarks are no more fully deserved, with reference to us, than as applicable to England or to any other great commercial nation. Looking back to the time when the United States, still in its swaddling clothes, began to grow into a nation, we see how deficient it was in money and other means of self-help, how it had to worry through poverty and privation for the sake of home and country.

Almost every nation now looks upon America as a wonderful and glorious country. Some assume the wrong idea that, from its vast resources and the number of its wealthy citizens, it is forgetting that the fundamental principle of its success is due to the sturdy patriotism of the forefathers and the steady advance in art and literature, and the education of the masses.

Quite recently another English writer has produced "The Land of the Dollar," which suggests that we are still regarded in the light of a money-making nation. But this later writer gives us due credit for our many-sided character, and there is hope that in time we shall gradually convince Europe that we are something more than a land of extremes of millionaires and paupers.

Can our country do without wealth? Can any country do without it? Certainly not; for after all is said, money is the open sesame of living. It keeps us busy and leads us to the many occupations of our daily life. As our daily bread depends on what we earn; we must work for it or starve. We want neither poverty nor starvation, but, taking advantage of our environments, to be comfortable. Yet to have other nations think that our country is merely a money-making nation, is not agreeable to our *amour propre*—for it is not true. It hurts us, it hurts our country; it belittles the two great struggles that are the

pointing posts in our annals, showing that we love honor and liberty above money. But we acknowledge the value of money, and we want the best.

By what means has our wealth been obtained? Not by greediness, but by the wise policy of government, and making the most of our natural resources. If patriotism had not existed in the hearts of our fathers years ago when the United States of America became a fact, what would it be like to-day? I dare say it would be far different from what it is now, a free country, but rather one full of strife, misery and misgovernment; perhaps subject to the severe despotism of some European ruler, as Cuba is to-day; perchance under Turkey, for no one can know.

Now we must not let patriotism die within us. Let us rather increase our love for our country. How? By observing its laws, by doing unto others as we would have others do unto us, by keeping our literary, our artistic, and our educational institutions up to the highest possible plane of perfection.

We have a profound belief in the patriotism that is ready in the time of peace to uphold the honor of the nation; we have faith in a government of moral force, and experience of evil has not bred distrust of virtue. Ours is a time aptly styled the "Heroic Age," the spirit of which has been correctly expressed by a yet living bard, who tells us truthfully:—

"He speaks not well who doth his time deplore,
Naming it new and little and obscure,
Ignoble and unfit for lofty deeds.
All times were modern in the time of them,
And this no more than others. Do thy part
Here in the living day, as did the great
Who made old days immortal! So shall man,
Gazing long back to this far-looming hour,
Say: 'Then the time when men were truly men,
Though wars grew less, their spirits met the test
Of new conditions, conquering civic wrong,
Saving the State anew by virtuous lives,
Guarding their country's honor as their own,
And their own as their country's and their sons',
Defying leagued fraud with simple truth,
Not fearing loss and daring to be pure
When error through the land raged like a pest,
They calmed the madness caught from mind to mind
By wisdom drawn from old, and counsel sane;
And as the martyrs of the ancient world
Gave Death for man, so nobly gave they life;
Those the great days, and that the heroic age.'"

Mind And Muscle.

By Edward Rappholdt.

That history repeats itself is a known truth. Things have happened, and will happen again as they have happened before. There may be a little difference in detail, but repetition seems to be the order of history as it is of nature.

In the education of to-day we see the workings of this rule. While the same if not more attention is given to mental improvement as formerly, the physical condition of children is receiving more careful study. People say this is the new education, and that it is all wrong. Let us see. Greece was once considered the seat of the world's culture. But, while it had its great poets and lawgivers, it had also its Olympian Games. Mind and body received the same careful attention, and the results were grand. To Greece we owe much that we have in art and education. It also set a standard in musclar development which we have probably long since surpassed.

It is in the proper mixture of mental and musclar development that our education of to-day is making good progress. Every good school includes at least a gymnasium in its curriculum. Many add to this field sports and military drill. Our own school includes the whole three as a part of its training for the boys, while the girls have an equal share in the gymnasium drill.

Mind and muscle need not run contrary to each other. The boy, who seeks prominence in field work, must pay proper attention to his school duties. Failure to do so means that the authorities will disqualify him. He must lead a clean, wholesome and regular life, in order that he may be fit to do his work on the field. Above all, he must cultivate pluck, fortitude and decision of character.

Many persons object to the cultivation of Athletics in schools. They think they lessen the boys' estimation of the more serious work of the school, and interfere with studies. But they forget that, with the mind toned up by physical exercise, boys are better prepared for mental exercise.

An education that embraces the mind, the hands, and the muscles, is likely to produce a well-rounded development. The outcome of such a training will be to fit its beneficiaries for the real work of life and leave lasting benefits.

"Our Lady of the Snows."

By Annie Lavinia McPhail.

Quite recently attention has been attracted to a new nomenclature applied to British North America, and there has been a mild dissent from Kipling's reference to Canada as "Our Lady of the Snows."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ROTUNDA, SHOWING ENTRANCE TO THE CHAPEL.

But though portrayed as cold and uninviting, Canada has a big, warm heart. As I am a native of that land, I may be pardoned for saying a few words in regard to her, more especially so since the American people generally know as little about Canada and the Canadians as we do about the United States and the American people.

The first settlement made by Europeans in Canada was by the French navigator, Jacques Cartier, in 1535, and up to the year 1759, the country was under the last of the French Governors. Quebec surrendered to the force of General Wolfe. The change of allegiance from one sovereign to another was rendered as easy as possible to the inhabitants by the lenient measures of England.

The French power on the continent of North America having been thus transferred and consolidated in the hands of the English, the country soon began to give token of advancement. Lower Canada, which includes Quebec, is inhabited chiefly by French Canadians. They speak their native language, retain almost entirely their ancient laws, manners and religion, and follow rude modes of agriculture. They are generally averse to improvement. For these and other reasons, the country has not made the same degree of progress as Upper Canada. Yet it has enjoyed important advantages which have enabled it, in spite of its drawbacks in respect of population, and perhaps of climate, to keep pace with the upper division of the country. Being much nearer to the seaboard of the Gulf of St. Lawrence, it has been enabled to land numbers of enterprising emigrants.

The country of Upper Canada is mostly peopled by descendants of the English. The population is situated in the heart of the great fertile peninsula between the Lakes Erie, Ontario and Huron. The Scotch settlements in the county of Middlesex, particularly in the township of Westminster, have been remarkably prosperous. Many of the persons composing these settlements emigrated to Canada in order to escape the almost certain privations which presented themselves in the mother country to the worst-paid classes of working men, such as the hand and loom weavers of the past generation. These men, in most instances, are now in the enjoyment of a competent independence in their well-cleared farms, of which they are the proprietors. The county of Upper Canada containing the largest number from England and Wales, is York, on the shores of Lake Ontario, in which the city of Toronto is situated.

When Canada became a British colony, it was ruled by British Governors, who were often very arbitrary. With confederation formed by the British North America Act in 1867, it became a responsible Government. The government has not absolute powers, but is responsible for its acts to the people who select it. The form of gov-

ernment in Canada is the same as it is in England, but the government in England is supreme. That of Canada consists of the Governor-General, a Council, and a Parliament. The Council consists of fourteen members of Parliament, also called the Cabinet, who are the advisers of the Governor-General. Parliament consists of the Senate and House of Commons. The Senate consists of ninety-two senators, who are appointed by the Cabinet for life. The House of Commons consists of two hundred and fifteen members, who are elected by the people every five years.

The severity of winter in Canada is very commonly exaggerated. The atmosphere is so dry, clear and bracing, that throughout the greater part of the winter season, the cold in the open air is by no means unpleasant.

The appearance of the snow is heralded with much pleasure, both as a means of enjoyment and as affording facilities to the farmer for bringing his produce to market. The absence of good sleighing at any time during the winter season, is universally considered a loss in limiting the means of business and pleasure. Along the shores of Lake Erie and the Detroit River, the winters are shortest and there is less sleighiug than in other parts.

In the winter the ice is excellent in some places, and Canadians have a passion for skating and riding in ice boats. In this season they are given to carnivals; they enjoy coasting and sleighing. In Montreal, Quebec, the people build ice castles in winter, and these, when illuminated have a grand effect, and draw tourists to Canada during the skating season.

The first snow of any amount usually falls in lower Canada about the beginning of December, and finally disappears about the middle of April. Then, under the genial south wind, all traces of winter rapidly disappear, and the spring and summer seasons are as pleasant and agreeable as can be found anywhere.

Trades.

By Peter Joseph Kiernan.

It may be of some interest to note the progress we have made in our trades. It is of much importance to us to learn a trade, so that we can have the opportunity of getting a living when we leave school.

The aim of our Trade School system, as employed here, has always been to teach the pupils to be self-supporting.

Courses of instruction are offered in art, and practical drawing, painting, printing, floriculture, carpentry, cabinet-making and cooking. With this addition to the school instruction, it has been



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ROTUNDA, SHOWING ENTRANCE TO THE CHAPEL.

shown that our boys become thoroughly independent and make the best progress.

The method here pursued is to treat beginners precisely as if they were employed in a shop, the aim being to make the instruction as practical as possible. Our printers do all the work for the Institution besides printing a weekly paper. The carpenters assist in making all necessary repairs; the cabinet-makers furnish a great deal of our school furniture; while the cooking classes give frequent specimens of their knowledge of the culinary art, by meals prepared according to a given menu. Indeed, all the work of the various classes is done according to carefully prepared specifications, that the workers may become thoroughly familiar with such matters. The same system is followed throughout, each class being made familiar with the operations of a certain trade, so that when they finish their courses, they are competent to take positions at once and to do practical work.

In this respect the training differs from that of the mere manual training school. These aim to teach the uses of different tools, to educate the mind, while the trade school seeks to give the pupils a practical knowledge of some one trade as a means of livelihood. The latter object is steadily kept in view by the authorities of our school.

For my own part, I think it is important for us to pay close attention to our work, when we are beginning, so that we master the details of a trade and be master of it when we leave school. Then we can earn a good living.

Here we have the opportunity to learn different trades, and in this we are somewhat favored over hearing persons, because there are no regular trades taught in the public schools. Most of our graduates have had no trouble in getting into business in this city and other places, their trades having given them enough experience, so that they could learn other things.

All this shows that our trades schools are a great benefit to us. It is hoped that our trades will be increased and will do even better still in the future.

Literary Recreations, with Valedictory Address.

By Emma French Caddy.

In the many and varied pursuits of life there is always to be found a variety of recreation suited to our needs and conditions. The man who employs his hands more than his brains requires a different sort of recreation from that needed by the student, the thinker, the banker, the clerk, and all those whose occupations require continued mental effort.

The common laborer employs only his hands and body, and, at the same time, obtains exercise but does not do much brain work. He is, therefore, more apt to find recreation in reading than the brain worker, whose sedentary habits should suggest athletics and other bodily exercises for recreation. But if it should happen that the body and not the mind is worn out, there is always one resource available. This is a taste for reading which, if carefully cultivated and fed on the best authors, is always most enjoyable and makes us forget our commonplace surroundings.

Unlike athletics, which are sometimes carried to excess, it is a very rational recreation and is never in danger of being carried beyond reasonable limit. It furnishes the mind with good and solid ideas from the best and most talented authors of both ancient and modern times. It brings us in contact with the master minds of all the ages, past and present. It drives away listlessness, employs our thoughts, and removes from us temptations which would otherwise beset us. A little reading now and then in leisure moments, does wonders to lighten the labor of daily life. We come across some helpful word or thought, and treasure it in our hearts through the day, thinking of it, without knowing, we feel that our work has in some way seemed lighter than before.

When the mind is unoccupied, reading gives it occupation in presenting to us the choicest selections from both old and modern lore. We follow Homer as he carries us through the varied scenes of his Iliad and Odyssey, we listen to the sweet strains of Virgil, Petrarch and Dante, and honor the latter for his love for his Beatrice. We ramble through the groves of Arcady with the gentle Philip Sidney, and become imbued with his noble sentiments. Shakespeare opens to us the treasures of his master mind, the divine Milton assures us that

"They also serve who only stand and wait."

Ruskin, Macaulay, Wordsworth, Byron, Carlyle, Tennyson, Longfellow, Lowell, Whittier, Bryant, and other familiar friends and singers, give us freely of their rich treasure of thought and song. We wander in the fields of romance, poetry, history, and fiction, and meet and converse with the people who are of history and have made it.

Reading opens to us a wide fairyland, wherein we commune with the wisest, the best and the worthiest of all time. We cannot dwell with them long without being ennobled, and we carry their strong, sweet influence with us throughout our lives. It elevates us into a higher atmosphere beyond the dross of worldly things.

Reading does not bind us to one set course or method. All may find

in it something to suit their varied tastes. Some may read for instruction, and feel that their time has been well spent; others may revel in adventure, or in scenes from nature or human life. In this way each increases his store of knowledge of things that have happened or are happening. He gains information about different countries, their people, habits, customs, or is initiated into the sad and sunny phases of life and learns to descriminate between the good and the bad. His powers of imagination are stimulated and his sentiments are purified and elevated.

A great writer once said that his taste for reading had helped to while away many dull hours, and had given him newer and nobler thoughts to transmit to others, and that he thanked God he had cultivated the taste for reading. This brings us down to the words of the great French writer, Montesquieu, who said—

"I have never known any cares that were not lightened by an hour's reading."

Others will readily attest the truth of his words. Often when the mind is burdened with care, a few hours' reading from some standard author drives trouble away, and after an hour's communion with some great master mind, we feel refreshed and able to go more easily about our daily duties.

In all our reading we need such works as will educate our entire being, not merely let in the light but draw out native gold. We learn lessons in our reading, trace God's hand in history and read his glory on the scroll of science. In our hours of loneliness and sadness, reading is our truest consolation. It possesses an immortality of perpetual youth, and

> "Leaves us heirs to amplest heritages
> Of all the best thoughts of the greatest sages,
> And living tongues unto the silent dead."

To the Board of Directors:—It is hard to find words in which to thank you for the interest you have always evinced in our welfare, and that of our school. Through the advantages offered to us here, we are enabled to leave the Institution with both mental and manual education that will fit us for life's battle. We who leave here today thank you sincerely for all you have done for us. Farewell.

Beloved Principal, Teachers and Officers:—On this, the day which means to us the sundering of the ties which have bound us to you, we find it hard to say farewell. You have always been careful of our mental and spiritual education, and by precept and teaching have sought to make us wise and honorable. In all things you have striven earnestly to fit us for the great world outside. You have been faith-

ful to your duty and have led us in such paths as will enable us to be wise, honest, pure and good. To-day you behold the full fruition of your faithful labors. From our hearts we thank you, and trust that you will receive your reward, if not here, then in the great hereafter. Farewell.

Graduating Classmates:—We stand at the threshold of the larger school of life which is as yet unknown to us. Let us strive to do our best in all things and remember the teachings of our *Alma Mater*. Let us never do anything that would make her ashamed of us, but strive always to uphold her honor. Our lives are ours to make or mar at will. Let us make our class motto, "To be, rather than to seem to be," the motto of our life, and always follow it. Then shall we attain the reward of the faithful and earnest. Farewell.

The conclusion of the literary exercises was followed by the distribution of certificates, diplomas and prizes, awarded in accordance with the following resolutions of the Board of Directors, passed June 8th, 1897.

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, *viz.:*

George Dick, Jr.,	Jennie Bolender,
Samuel J. Dyer, Jr.,	Grace Burdette,
Louis Hatowsky,	Florence M. Byron,
Herman Landre,	Hannah Chaimowitz,
Charles Muller,	Katie Ehrlich,
Howell C. Young,	Margaret I. Muller,
Esther C. Baker,	Christina M. Peter,

who have completed, or within the coming academical year will complete, the term of five years for which they were originally selected as pupils by the Department of Public Instruction; therefore,

Resolved, That said pupils be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of the law.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE POWER HOUSE. 92x36 feet.

Resolved, That

Edward Rappholdt,	Sarah A. Elsworth,
Herman F. Beck,	Lydia Amelia Smith,

who have completed the full term authorized by law as State pupils, and who have passed satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class, upon the expiration of their several terms.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, *viz.:*

George Dick Jr.,	Howell O. Young,
Samuel J. Dyer, Jr.,	Esther C. Baker,
Louis Hatowsky,	Jennie Bolender,
Herman Landre,	Grace Burdette,
Charles Muller,	Florence M. Byron,
Hannah Chaimowitz,	Katie Ehrlich,
Margaret I. Muller,	Christina M. Peter.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given them, *viz.:*

Herman F. Beck,	Charles Sanford,
William M. Blauth,	Katie Blackman,
George J. R. Ferguson,	Sarah A. Elsworth,
Robert McVea,	Florence Gabie,
Francis Picard,	Mary Glosque,
Charles Pickruhl,	Edna Pindar,
Henry Prinsinzing,	Lydia A. Smith.

Resolved, That the following-named pupils, who have completed a supplementary course of instruction, are entitled to diplomas and the that the same be given to them, *viz.:*

Peter J. Kiernan,	Morris Marks.

Resolved, That diplomas of the highest grade be given to the follow-

ing-named pupils, who have completed a full course of three years study in the High Class, *viz.:*

Emma French Caddy, Bertha Margaret Spahn,
Sara C. Fish.

Resolved, That the prize of shirtmaking be conferred on Theresa Wilson.

Resolved, That the prize for dressmaking be conferred on Charlotte A. Barnett.

Resolved, That the prize for plain sewing be adjudged to Clara De Rouville.

Resolved, That the prizes for proficiency in cooking be awarded to—

Female Morning Class.—Sarah Freeman.
Female Afternoon Class.—Lugai Fenalli.
Male Morning Class.—Alfred C. Stern.
Male Afternoon Class.—Frederick Satow.

Resolved, That the prize for progress and successful attainment in typewriting be awarded to Bertha Margaret Spahn.

Resolved, That the prize for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded to—

First Grade.—Edward Rappholdt.
Second Grade.—Herman Landre.
Third Grade.—Louis Hatowsky.

Resolved, That prizes be given to the pupils of each division for proficiency in their respective trades, *viz.:*

CARPENTERS.

Morning Division.	Afternoon Division.
First Prize, Henry Muench.	First Prize, James Avens.
Second Prize, Francis Picard.	Second Prize, Samuel Biller.

TAILORS.

David Hurewitz.

FLORICULTURE.

Morning Division.—Henry A. Donald.
Afternoon Division.—Erich F. Berg.

Resolved, That from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art:

ADVANCED GRADE.

Drawing, August Muhlbach; Design, Emil Mayer; Water Color, Gertrude Turner.

Honorable Mention.—Sarah A. Elsworth, Adelgurde Berg.

INTERMEDIATE GRADE.

Drawing, David Burt; Design, Michael Elliott.

PRIMARY GRADE.

Drawing, Henry Dorst; Design, Frederick Satow.

REGULAR SCHOOL CLASSES.

Senior Division.—Eli Ellis and Charles Gaunt.
Intermediate Division.—Mary Tanzas.
Junior Division.—Dora Hopfer.

Honorable Mention.—Joshua Levy, Edward Slinn, Arthur Izquierdo.

Resolved, That the Russell Gold Medal, for highest proficiency in the school of the soldier, be awarded to Anthony C. Reiff.

Resolved, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Carrie B. Van Valkenberg.

Resolved, That the Cary Testimonial be awarded to Emil Mayer, for superiority in scholarship and character.

Resolved, That the Demilt Prize, for scholarship and character, be awarded to William Renner.

Resolved, That the Special Prize offered by the Principal, for scholarship and character, be awarded to Annie Lavinia MacPhail.

Resolved, That the Anderson Prize, for superior attainment, be awarded to Bertha Margaret Spahn.

Resolved, That the Denistoun Prize, for English Composition, be awarded to Sara Christine Fish.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made to the Institution by the late Harriet Stoner, upon such pupil in the Institution as has never

acquired any knowledge of language through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Peter J. Kiernan.

Resolved, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Emma French Caddy.

All of which is respectfully submitted.

THOMAS GALLAUDET, *Chairman.*
AVERY T. BROWN, *Secretary.*
CHAS. A. LEALE,
EDWARD M. TOWNSEND,
EDWIN LANGDON,
Committee on Annual Examination.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Executive Offices.

FINANCIAL STATEMENT.

Report of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the Receipts and Expenditures, for the year ending September 30, 1897.

RECEIPTS.			EXPENDITURES.	
Amount received from the State Comptroller	$60,108 68		Groceries and Provisions	$21,642 09
Amount received for County Pupils	11,975 11		Clothing	12,624 29
Amount received for Pay Pupils	1,927 55		Furniture and Bedding	3,566 53
Amount received from other sources	770 95		Building and Repairs	6,748 78
		$74,782 29	Contingent Expenses	3,721 51
Amount received from Real Estate and Building Fund for deficit for the year		38,063 00	Salaries and Wages	18,329 91
			Fuel and Lights	10,161 62
			Stable	1,370 81
			Garden and Grounds	2,185 50
			Laundry	3,107 19
			Schools	25,130 31
			Printing	2,233 58
			Hospital	1,688 17
			Cooking School	335 00
		$112,845 29	Total	$112,845 29

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of real estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library fund for maintenance of Library. The Frizzell, Harriet Stoner, William H. Fogg and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests.

Receipts and Expenditures "from funds not applicable to current expenses, etc., etc.," for the year ending September 30, 1897.

RECEIPTS.			EXPENDITURES.		
1896.					
Oct. 1.	Cash on hand—Balance from old account. .	$10,207 20	10 Executive Committee drafts.		$9,048 99
	Interest on Bonds and Mortgages.	7,177 71	Rudolph Roso, for survey		24 00
	Balances in Trust Companies.	15 70	N. Y. L. Ins. & Trust Co., for loan		10,000 00
	Balances in Saving Banks	333 30	same Interest on do		76 11
	Loans from N. Y. L. Ins. & Trust Co. . . .	10,000 00	Chemical Nat. Bank account loans . . .		16,500 00
	Loans from Chemical Nat. Bank.	45,500 00	same Interest on do		217 31
	Loans from Central Nat. Bank	8,000 00	Central Nat. Bank		110 23
	Bond and Mortgage on Lot No. 1 paid off .	3,640 00	Library Committee drafts (3)		132 95
			House Account for deficit for year		38,063 00
			Sept. 30. Balance to new account. Cash in Bank of Metropolis.	$1,423 89	
			N. Y. L. Ins. & Trust Co. .	319 21	
			United States Trust Co. . . .	90 01	
			Seaman's Bank for Savings. .	3,160 19	
			Institution for Savings of Merchants Clerks.. . . .	5,707 84	
					10,701 32
		$84,873 91			$84,873 91

BALANCE SHEET.

Dr.			Cr.	
* Real Estate and Building Fund	$100,060	79	Cash Account	$ 10,701 32
William H. Fogg Fund	10,000	00	Bond and Mortgage Account	145,227 50
Library Fund	4,466	33		
Frizzell Fund	3,988	76		
Harriet Stoner Fund	244	79		
Cary Fund	168	15		
Chemical Nat. Bank	29,000	00		
Central Nat. Bank	8,000	00		
	$155,928	82		$155,928 82

* Mem.—House Account owes for advances made to meet deficits $135,895.49.

STATE OF NEW YORK,
CITY AND COUNTY OF NEW YORK, } *ss.:*

Edward M. Townsend, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further said not.

Sworn to before me this 20th day of October, 1897.

EDWARD M. TOWNSEND,
Treasurer.

R. O. CONNOR,
Notary Public for New York County.

REPORT OF THE ATTENDING PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The past year has been an unexciting one in the medical annals of the Institution. While there has been at no time a lack of work for our nurse, the majority of the patients have suffered from mild affections, and we have no deaths to record.

At the opening of the Fall term, a number of the pupils returned from vacation with a peculiar swelling of the glands in the neck. The affection did not spread by contact, and was probably one of the many manifestations of influenza poisoning.

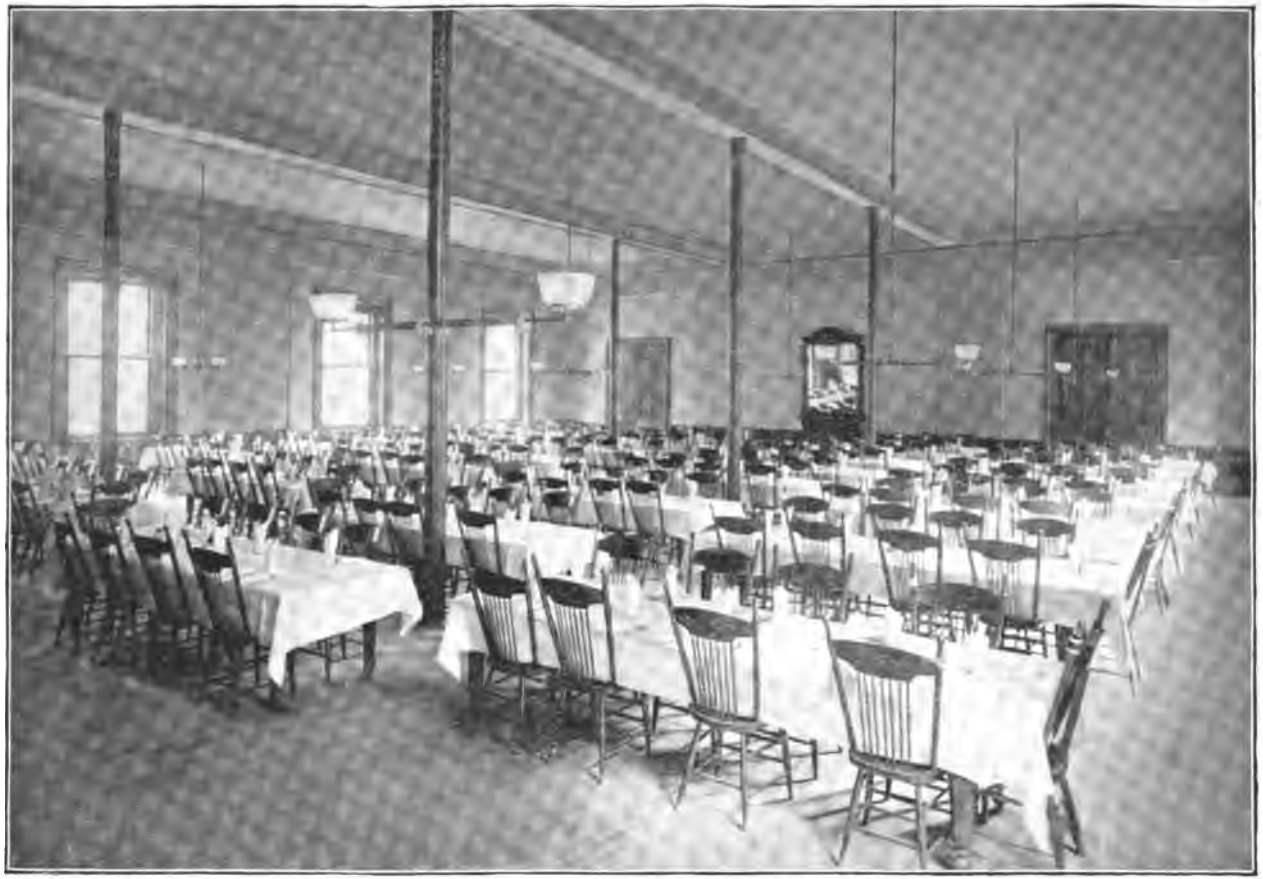
The latter disease, with tonsillitis, to which the deaf and dumb seem especially prone, has furnished the large majority of our patients.

A list of the principal diseases is appended:

DISEASES.	Cases.
Abscesses	3
Adenitis	18
Burns	7
Carbuncle	1
Conjunctivitis	49
Convulsions	1
Diphtheria	1
Eczema	27
Epilepsy	1
Erysipelas	1
Fracture of tibia	1
Fracture of radius	1
Influenza	84
Keratitis	3
Meningitis	1
Otitis (acute)	4
Pneumonia	2
Remittent fever	20
Rheumatism	3
Ringworm	9
Sprains	15
Tonsillitis	109
Trachoma	8
Varicella	2
Wounds	14
Total	385

Yours respectfully,

October 1, 1897. W. T. ALEXANDER, M.D.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS' DINING ROOM, MAIN BUILDING—60x80 feet.

REPORT OF THE DENTIST.

NEW YORK, November 1, 1897.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—I herewith present the dental report of the Institution, for the year ending November 1, 1897.

Number of hours' work	235
Number of Fillings	584

As the extractions have been confined almost wholly to the deciduous teeth of children, no record of them has been kept, except to mark them on the chart made of each pupil's mouth, and which shows each operation performed in it.

To particularize in regard to the work of the past year, would be to write a Thanksgiving number.

Pulps of teeth have been killed in only two instances, but *no tooth has been extracted* to save the dentist the trouble of filling it, as the conservative measures adopted at the start, over four years ago, have been so satisfactory as to make that conservatism now the iron-clad rule.

I have little faith in the existence of "teeth that will not hold a filling," which "cannot be saved," etc.

There are probably sufficient of these to prove the rule of general salvability.

The cleanliness insisted upon by the Institution, has much to do with the success of the dental work, and the descent which is made upon the delinquents often happily causes them to be numbered among the cleanly.

The deciduous teeth of children, which have lost their pulps through decay, were treated and filled the previous year in sparing numbers. The results of this trial have induced the practice in many cases in the past year, and the ease with which these little members may be rendered wholesome and serviceable to their small owners, should command its adoption in all children's practice.

Very faithfully,

CHARLOTTE E. BENTON, D.D.S.



APPENDIX.

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about 23 acres, and are located upon the banks of the Hudson River, at Washington Heights, between One Hundred and Sixty-second and One Hundred Sixty-fifth Streets. The entrance to the grounds is at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred Sixty-third Street, about nine miles from the City Hall.

The Institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of $350 to $400 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of $200 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the second Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the second Wednesday in September. Pupils will, however, be received at any time when accompanied by the proper certificate of appointment.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismission of pupils, and correspondence with reference to their support, health, and education, must be addressed to the **Principal.**

The post-office address of the Institution is **Station M, New York.**

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children under 12 years may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as State pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the Board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute lessons or **copies,** preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, town, county, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove that deafness, and if so, by whom and with result?
11. Have any attempts been made to communicate instruction? If so, what?



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
FIRE EXTINGUISHING APPARATUS.

12. Is there any ability to articulate or read on the lips? How much?

13. Is he cleanly?

14. Has he had any acute disease or received any bodily injury?

15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?

16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium, or tobacco?

18. Has he ever been vaccinated or had the small-pox?

19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.

22. What is the name of the father?

23. Where was he born?

24. What is the name of the mother (before marriage)?

25. Where was she born?

26. What is the name and post-office address of the correspondent?

27. What is the occupation of the father?

28. Have either of the parents died?

29. Has a second connection been formed by marriage?

30. Were the parents related before marriage—*e.g.*, cousins?

31. What are the names and ages of their children?

32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

33. Has he any special mark or peculiarity of appearance?

34. Color, color of eyes, stature, color of hair?

35. How long has the applicant lived in the State of New York?

36. How long in the county above named?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York?

38. How long in the county above named?

39. By whom is this information given?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,
President.

THATCHER M. ADAMS,
Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution for the education of deaf-mutes.

§ 2. Any parent, guardian, or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals, or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes, as to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition, and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor, properly authenticated by the Principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This Act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10 (as amended by Chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, *viz.:* The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging, and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of

this State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been a resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, or guardians, or friends, in such manner and at such times as the Superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, }
County of..... } *ss.:*

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the..... day of....., 18 , and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to Section...., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

.....

Dated.....18 .
This act to take effect immediately.

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, }
County of..... } *ss.:*

I have this day selected.....of the town of..... county of....., son [or daughter] of.....who, was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of....., 18 , to the..... day of....., 18 (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of Section....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... }
of the town of
.....

Dated....., 18 .

APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at One Hundred and Sixty-third Street and Eleventh Avenue, New York City:

The undersigned, desiring to procure the admission of..... as a State pupil, in the institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts:

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State.....County.....Town or City.....

NOTE.—(Name street and number.)

How long has the applicant lived in the State of New York?

Answer.....

How long in the county above named?

Answer.....

State full names of parents, guardians, or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians, or nearest relative, as follows:

State.....County.....Town or City.....

State how long the above-named parents, guardians, or nearest relative have lived in the State of New York.

Answer.....

How long in the county above named?

Answer.....

When was the applicant born?

Answer.....

State where.

Answer.....

Is the applicant of good moral character; free from disease; and does he possess intellectual faculties capable of instruction?

Answer.....

Has the applicant ever been a pupil in any institution for the.....and if so, what one, and for how long?

Answer.....

Has the applicant, or the parents, relative or guardian, above

named, sufficient pecuniary ability to pay for any portion of the board, tuition, or clothing of said applicant at said institution?

Answer.....

.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }
County of..... } *ss.:*

The undersigned, being duly sworn, says that..... is the parent, guardian, or relative of applicant above named, and that the above statement signed by.....is true to the best of.....knowledge and belief.

.....

Sworn to before me, this.....
day of.....18 .

.....

.....

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK, OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

TO THE HON.....

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from..... and that clothing be furnished by.....

.....

Principal.

FORM OF BOND.

Know all men by these presents, that we.....of in the county of.....and State of, and of in the county of.....and State of.....are held and firmly bound unto.....the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office, in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of A. D.....

Whereas.....of..... ..in the county of.....and State of.....has been or is about to be admitted as a pupil in the institution aforesaid;

Now, therefore, the condition of the obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said.....as such pupil, the sum of four hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said..... ; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in the presence of

.....[L. S.]
.....[L. S.]

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held, *viz.:* At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

This Institution holds in perpetual and grateful remembrance the names of its

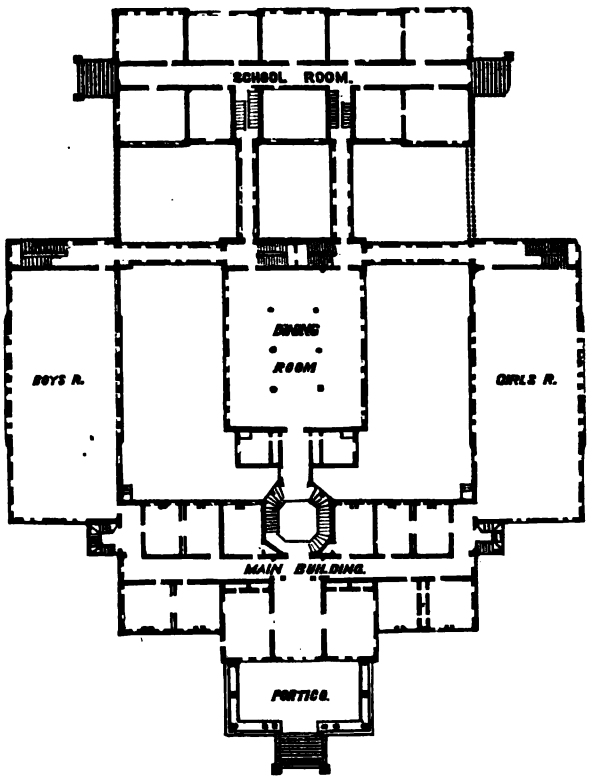
MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK.
WILLIAM DENNISTOUN.
ELIZABETH DEMILT.
MADAME ELIZA JUMEL.
SARAH STAKE.
SARAH DEMILT.
JOHN NOBLE.
THOMAS EGLESTON.
SAMUEL S. HOWLAND.
THOMAS EDDY.
BENJ. F. WHEELWRIGHT.
MARIA M. HOBBY.
BENJAMIN ABRAMS.
JOHN ALSTYNE.
MARY ROGERS.
JULIA A. DELAPLAINE.
MRS. JOHN F. NORBURY.
GEORGE P. CLAPP.
SETH GROSVENOR.
SIMON V. SICKLES.
THOS. C. CHARDAVOYNE.
JAMES ANDERSON.
THOS. FRIZZELL THOMPSON.
THOMAS RILEY.
JAMES N. COBB.
ELIZABETH GELSTON.
ROBERT C. GOODHUE.
DANIEL MARLEY.
ELIZA MOTT.
SAMUEL WILLETTS.
JAMES KELLY.
LEONA L. BOLLES.
BENJ. F. BUTLER, SR.
CHARLES W. COOPER.
ELIZABETH FOGG.
MRS. ANN L. TURNER.

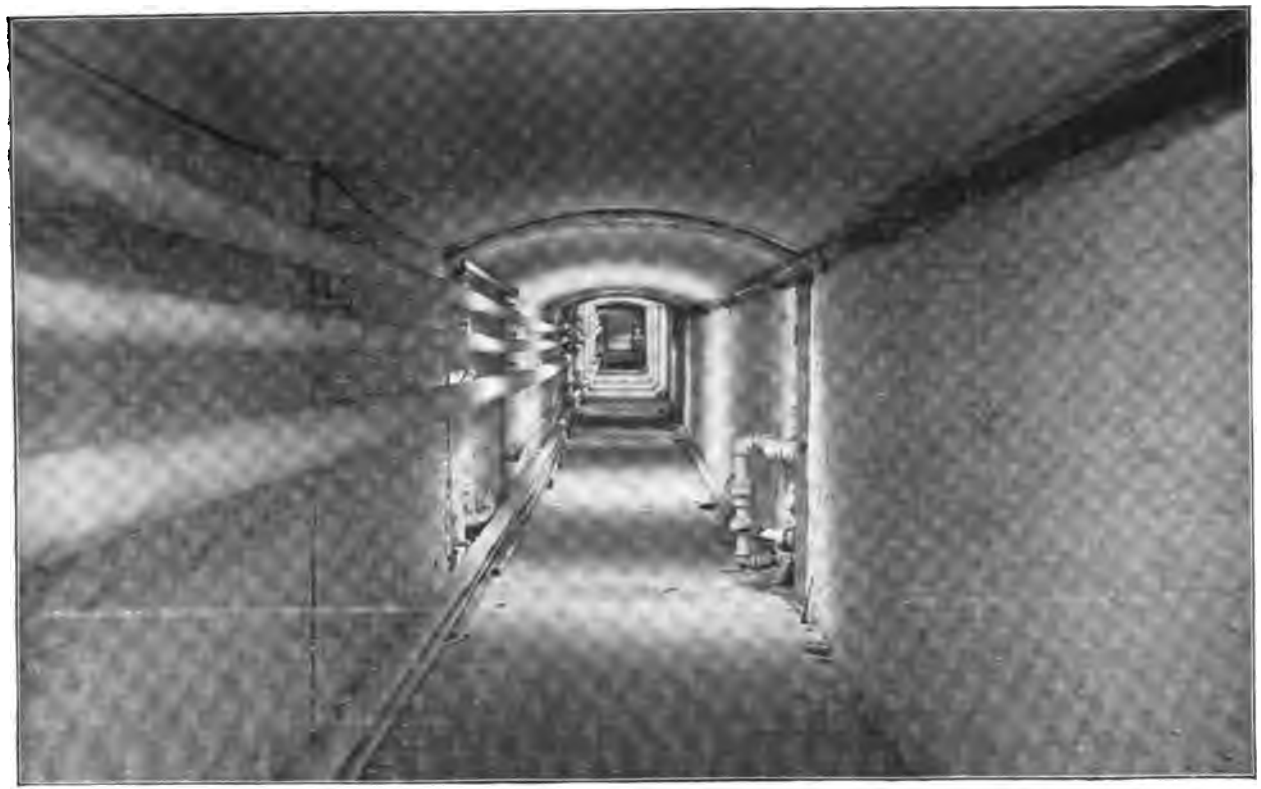
CONTENTS.

SEVENTY-NINTH ANNUAL REPORT.

	PAGE
List of Officers, Directors, etc.	9
Directors' Preface	17
Report of the Principal	19
Report on the Annual Examination	41
Baccalaureate Sermon	85
Annual Commencement	91
Financial Statement	105
Report of the Attending Physician	108
Report of the Dentist	109
Situation of the Institution	111
Terms of Admission	111
Laws and Blank Forms	114
Public Meetings	121
Form of Bequest	121
List of Munificent Benefactors	122



PRINCIPAL FLOOR.
SCALE.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE TUNNEL CONNECTING THE POWER HOUSE AND MAIN BUILDING

(C.II.72)



The New York Institution
for the
Instruction of the Deaf and Dumb

Eightieth Annual Report

1898

WITH THE COMPLIMENTS OF PRINCIPAL CURRIER.

EIGHTIETH ANNUAL REPORT.

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB.

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1898.



NEW YORK:

PRINTED AT THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, BY THE PUPIL APPRENTICES.

1899.

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1818

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the eighty years since its organization, 3,729.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

ENOCH HENRY CURRIER, M. A.

HARVARD COLLEGE LIBRARY
MAY 19 1899
CAMBRIDGE, MASS.

Me Institutes

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1818

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the eighty years since its organization, 3,729.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

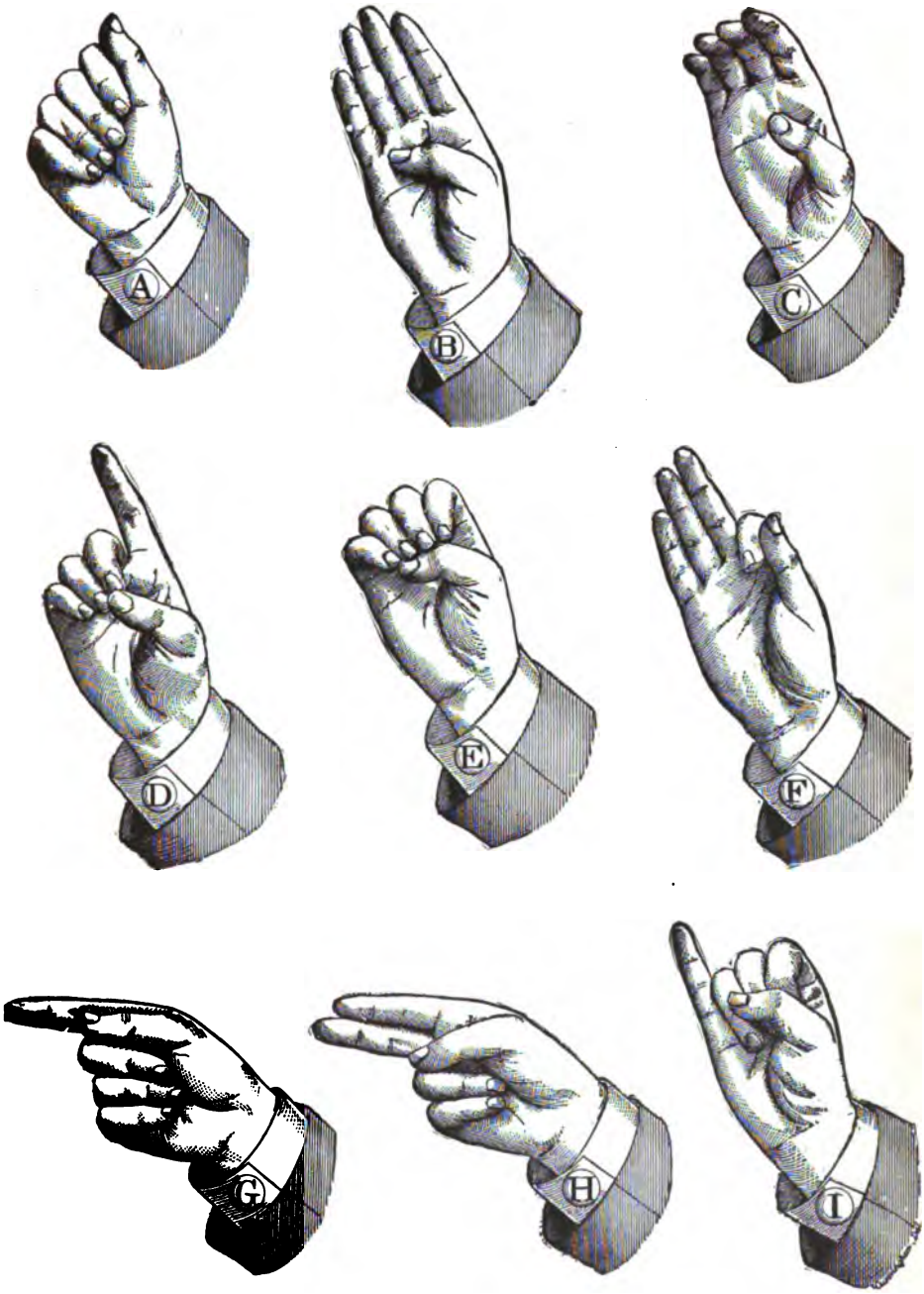
The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

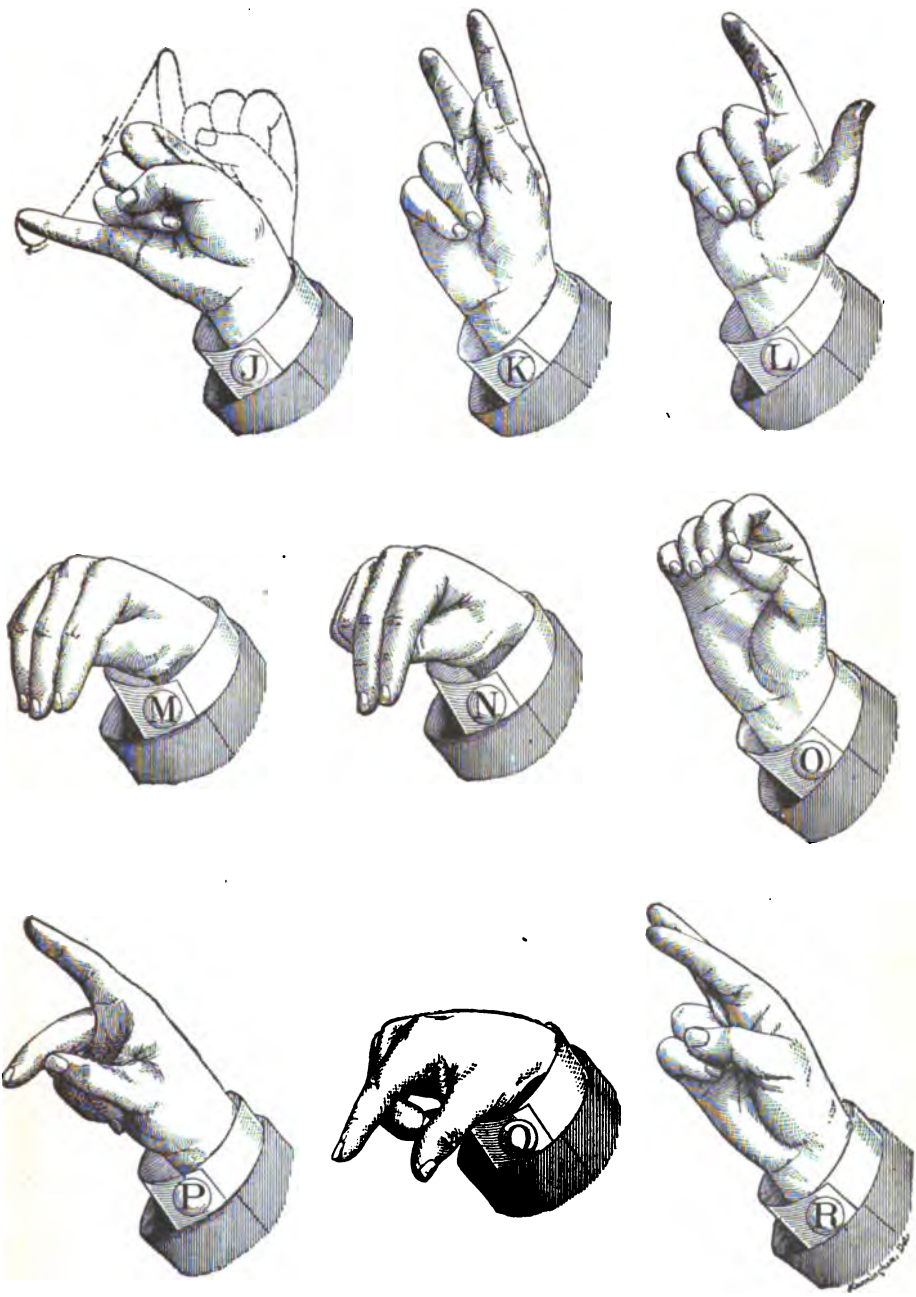
ENOCH HENRY CURRIER, M. A.

HARVARD COLLEGE LIBRARY
MAY 19 1899
CAMBRIDGE, MASS.

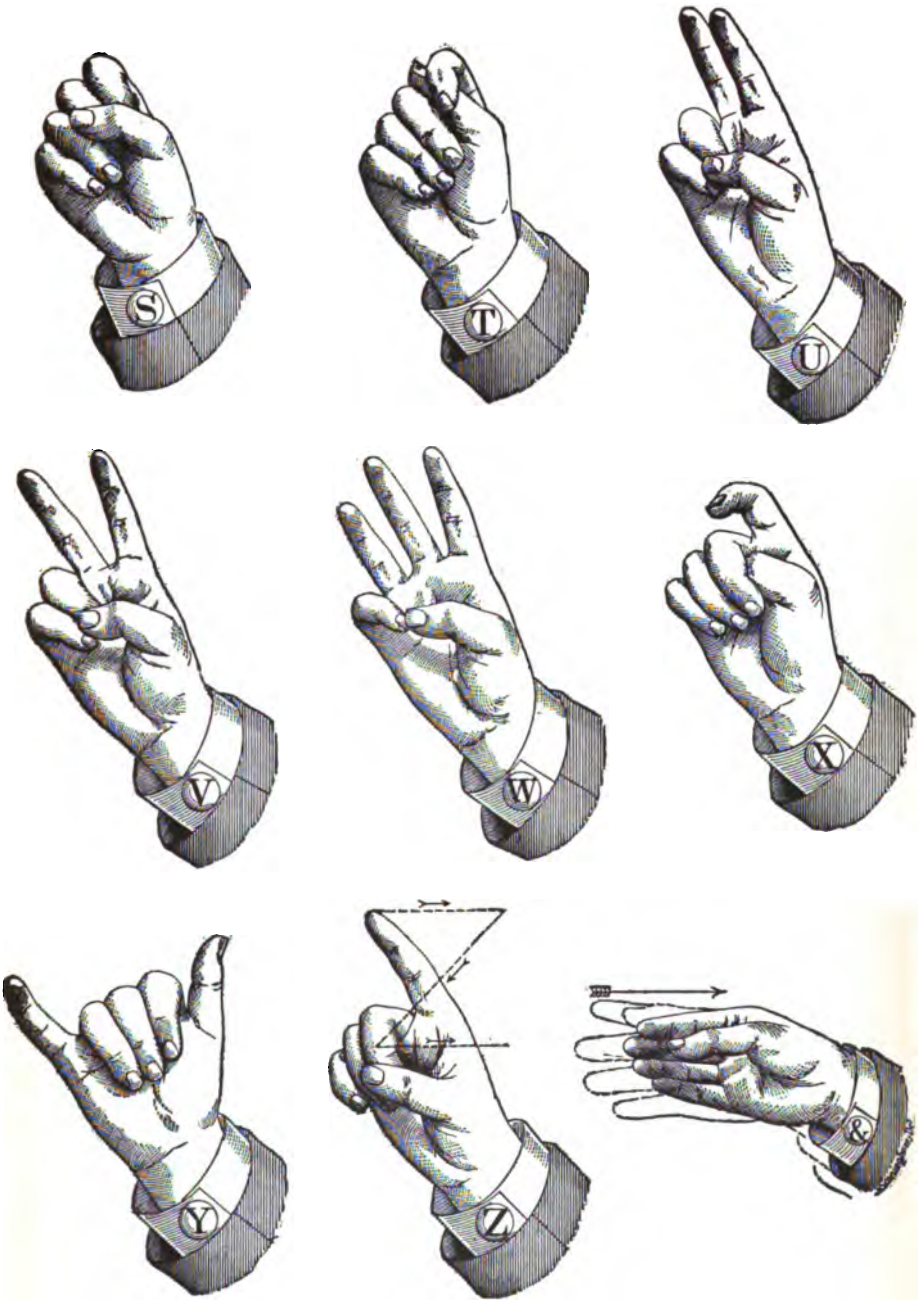
The Institutes



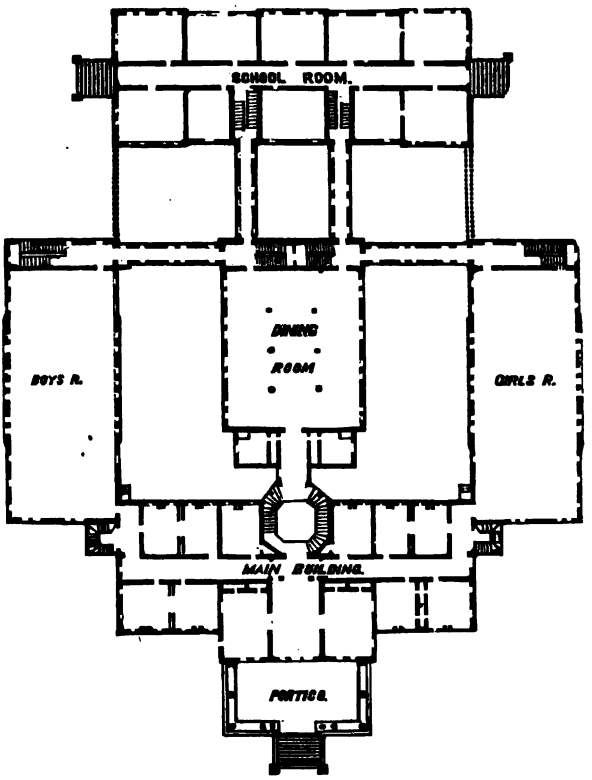
AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



PRINCIPAL FLOOR.
SCALE.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE TUNNEL CONNECTING THE POWER HOUSE AND MAIN BUILDING. 280x7x7½ feet.

(COLL. 72.)



The New York Institution for the Instruction of the Deaf and Dumb

Eightieth Annual Report

1898

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1818

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the eighty years since its organization, 3,729.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

ENOCH HENRY CURRIER, M. A.

HARVARD COLLEGE LIBRARY,
MAY 19 1899
CAMBRIDGE, MASS.

The Institutes

NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE DEAF IN THE UNITED STATES.

CHARTERED 1817. OPENED 1818

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the eighty years since its organization, 3,729.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

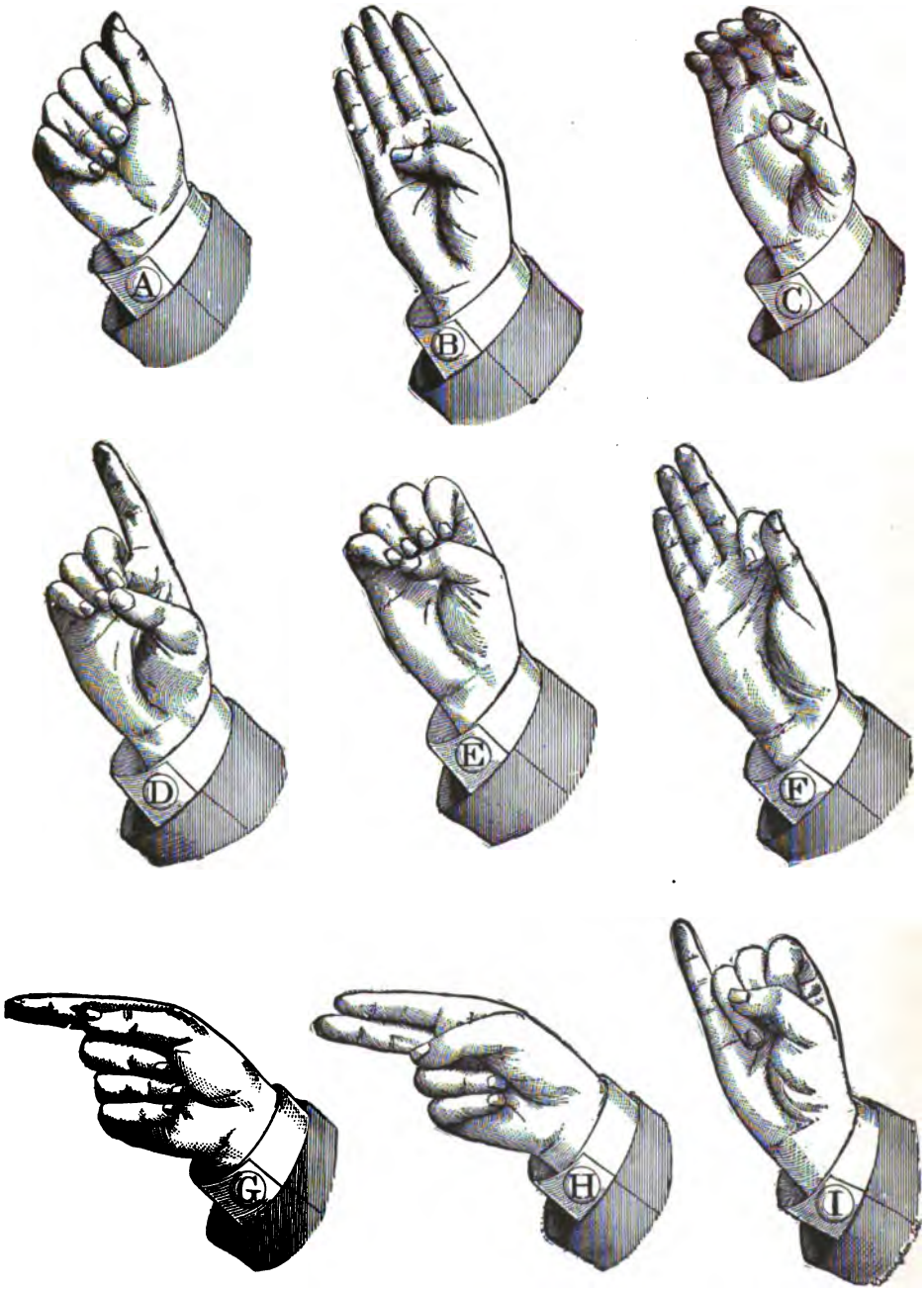
The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

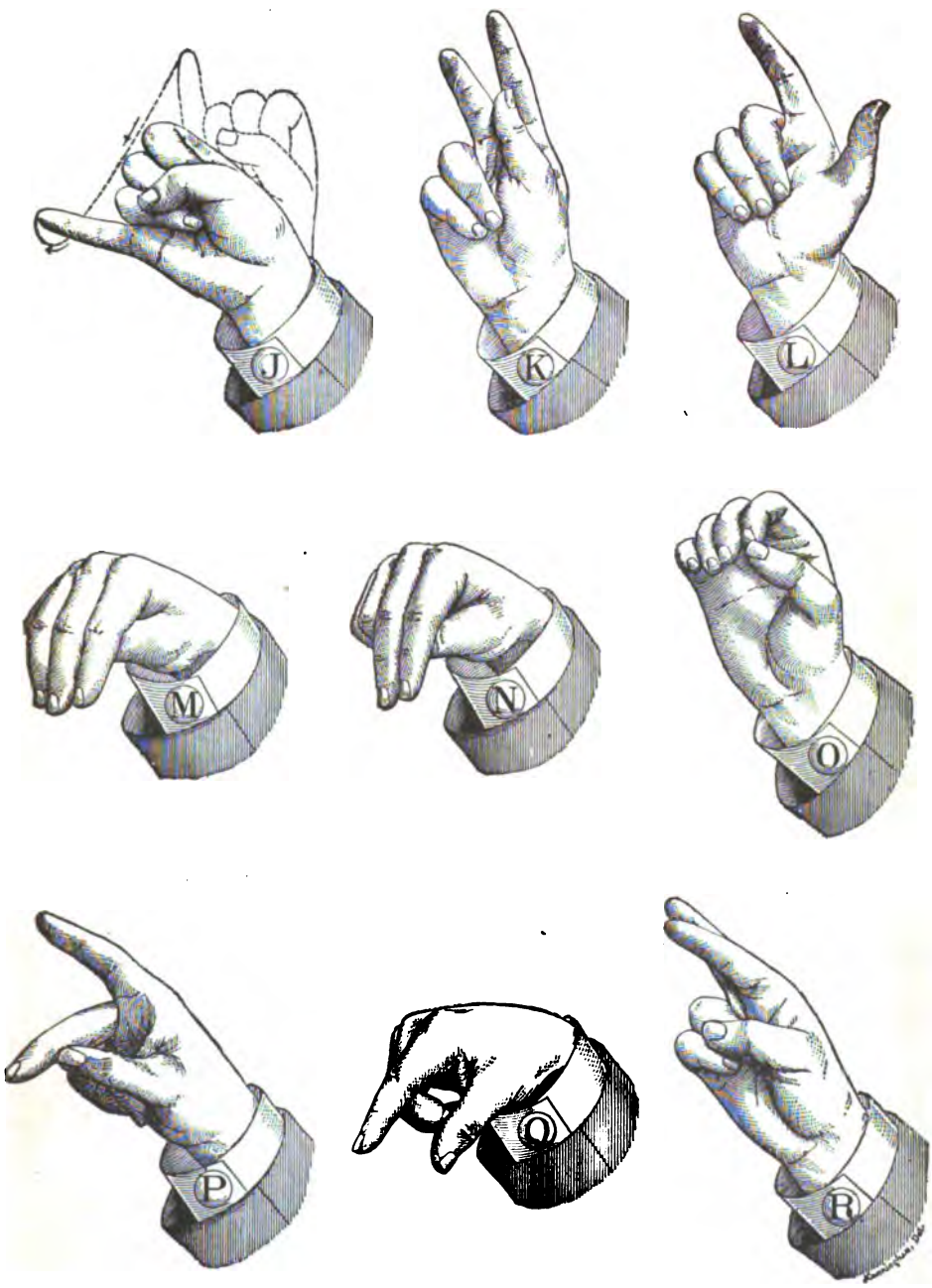
ENOCH HENRY CURRIER, M. A.

HARVARD COLLEGE LIBRARY
MAY 19 1899
CAMBRIDGE, MASS.

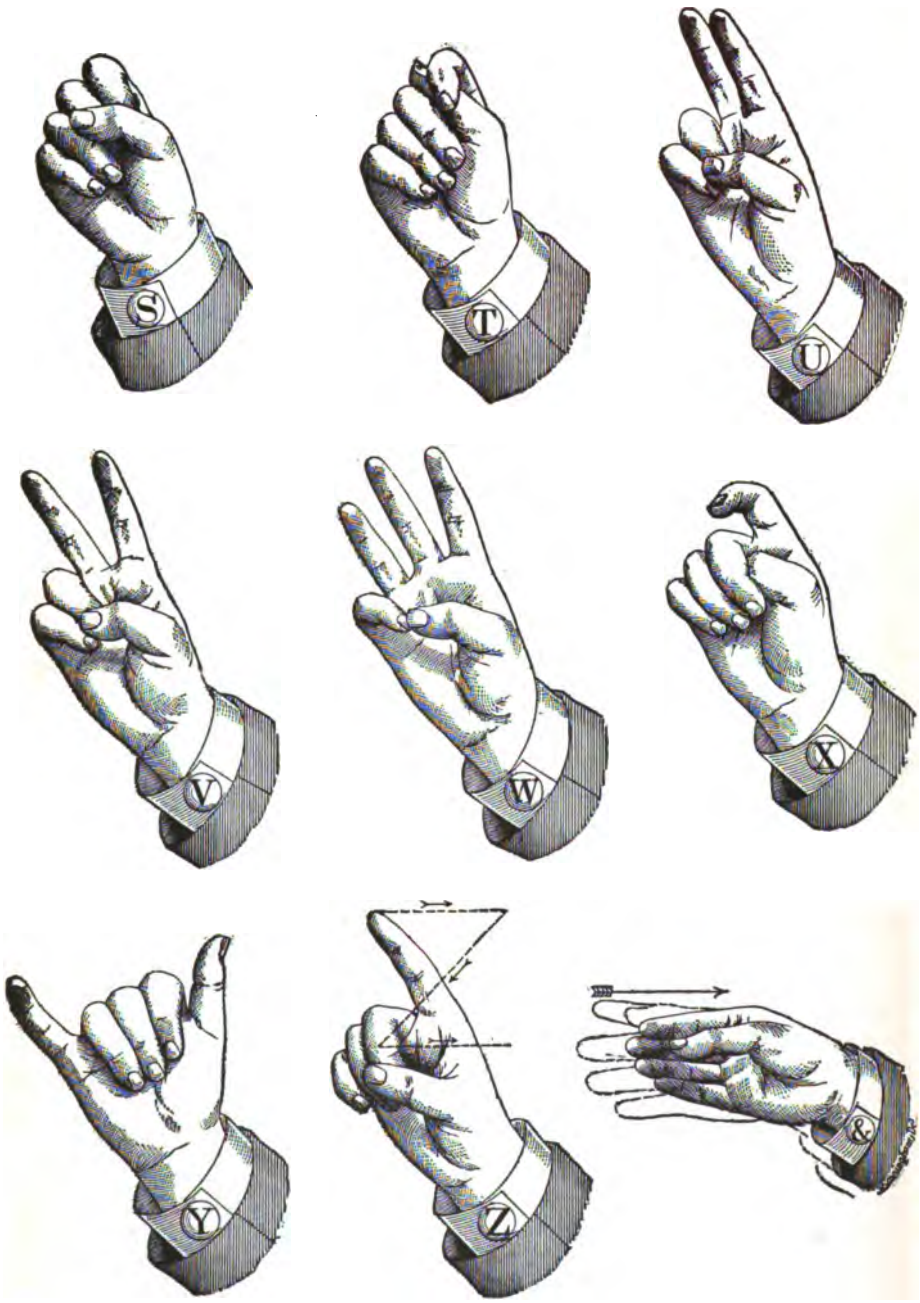
The Institutes



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MAIN BUILDING FROM SOUTHWEST—150x55 feet, with two wings, each 120x46 feet.

OFFICERS AND DIRECTORS.

PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT.

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT.

MORRIS K. JESUP.

TREASURER.

EDWARD M. TOWNSEND.

SECRETARY.

THATCHER M. ADAMS.

First Class—Term expires May, 1899.

MORRIS K. JESUP.	JAMES O. SHELDON.
EDWARD M. TOWNSEND.	WALTER H. LEWIS.
THATCHER M. ADAMS.	EDWIN LANGDON.
SAMUEL R. BETTS.	ARCHIBALD D. RUSSELL.

Second Class—Term expires May, 1900.

REV. THOS. GALLAUDET, D.D.	FRANCIS V. GREENE.
WILLIAM GREENOUGH.	CHARLES A. LEALE, M.D.
JOHN L. TONNELÉ.	W. M. V. HOFFMAN.
JOHN T. TERRY.	SAMUEL RIKER.

Third Class—Term expires May, 1901.

HEWLETT SCUDDER.	REV. CHAS. A. STODDARD, D.D.
HON. E. L. FANCHER, LL.D.	EVERETT HERRICK, M.D.
AVERY T. BROWN.	JAMES B. FORD.
BENJAMIN PERKINS.	EDWARD M. TOWNSEND, JR.

STANDING COMMITTEES.

Executive Committee.

JOHN T. TERRY, *Chairman.*

JAMES O. SHELDON. FRANCIS V. GREENE.
BENJAMIN PERKINS. HEWLETT SCUDDER.

Finance Committee.

JAMES B. FORD, *Chairman.*

W. M. V. HOFFMAN. EDWIN LANGDON.

Committee of Instruction.

CHARLES A. LEALE, M.D., *Chairman.*

AVERY T. BROWN. EDWARD M. TOWNSEND.
ARCHIBALD D. RUSSELL. EDWARD M. TOWNSEND, JR.

Law Committee.

HON. ENOCH L. FANCHER, LL.D., *Chairman.*

THATCHER M. ADAMS. AVERY T. BROWN.

Library Committee.

AVERY T. BROWN, *Chairman.*

WALTER H. LEWIS. WILLIAM GREENOUGH.

Committee on Nominations.

MORRIS K. JESUP, *Chairman.*

REV. CHARLES A. STODDARD, D.D. AVERY T. BROWN.

Ladies' Committee.

MRS. ETHAN ALLEN.....*Chairman.*
MRS. HENRY M. DAY.....*Secretary.*
MISS M. B. REID.....*Treasurer.*

MRS. JOHN T. TERRY. MISS HARRIET TABER.
MRS. EDWARD M. TOWNSEND. MRS. HENRY A. OAKLEY.
MISS CAROLINE DELANO. MISS CAROLINE H. PATTERSON.
MRS. EDGAR S. AUCHINCLOSS. MRS. CHARLES A. STODDARD.
MRS. JAMES R. TOWNSEND. MRS. EDWARD M. TOWNSEND, JR.
MRS. WILLIAM W. HEATON. MISS V. B. GALLAUDET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ACADEMICAL BUILDING—150x55 feet.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

EMERITUS-PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

THOMAS FRANCIS FOX, M.A., *Senior Assistant and Librarian.*

WILLIAM G. JONES, M.A.
EDWARD S. BURDICK.
ISAAC B. GARDNER.
CHARLES W. VAN TASSELL.
IDA MONTGOMERY.
MARY L. BARRAGER.
EVA E. BUCKINGHAM.
ETHEL R. C. CAPARN.
AMELIA E. BERRY.

KINDERGARTEN.

FAYETTA PECK, *Directress Male Department.*

MARGARET S. McGILL, *Directress Female Department.*

LENA STRYKER.
HELEN B. ANDREWS.
ANNIE DENNY WARD.
EDNA B. LEWIS.
KATHERINE L. GEORGE.
ELIZABETH M. BURGESS.

SPECIAL TEACHERS OF ARTICULATION.

PRUDENCE E. BURCHARD.
HELEN B. ANDREWS.
GRACE H. STRYKER.
HARRIETT C. HALL.
STELLA B. HANMER.
FLORENCE G. S. SMITH.
A. LOUISE STEADMAN.
MABEL B. WELLS.
LENA P. FORSYTHE.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

GABRIELLA MARIE LEPRINCE.

DEPARTMENT OF LIP-READING, ARTICULATION, AND AURAL DEVELOPMENT.

HELEN B. ANDREWS.
EVA E. BUCKINGHAM.
MARGARET S. McGILL.
KATHERINE L. GEORGE.
ISAAC B. GARDNER.
EDWARD S. BURDICK.
ANNIE DENNY WARD.
A. LOUISE STEADMAN.
LENA P. FORSYTHE.
MABEL B. WELLS.
GRACE H. STRYKER.
PRUDENCE E. BURCHARD.
HARRIETT C. HALL.
FAYETTA PECK.
FLORENCE G. S. SMITH.
STELLA B. HANMER.
ETHEL R. C. CAPARN.
LENA STRYKER.
EDNA B. LEWIS.
ELIZABETH M. BURGESS.
AMELIA E. BERRY.

INSTRUCTOR IN MILITARY TACTICS.

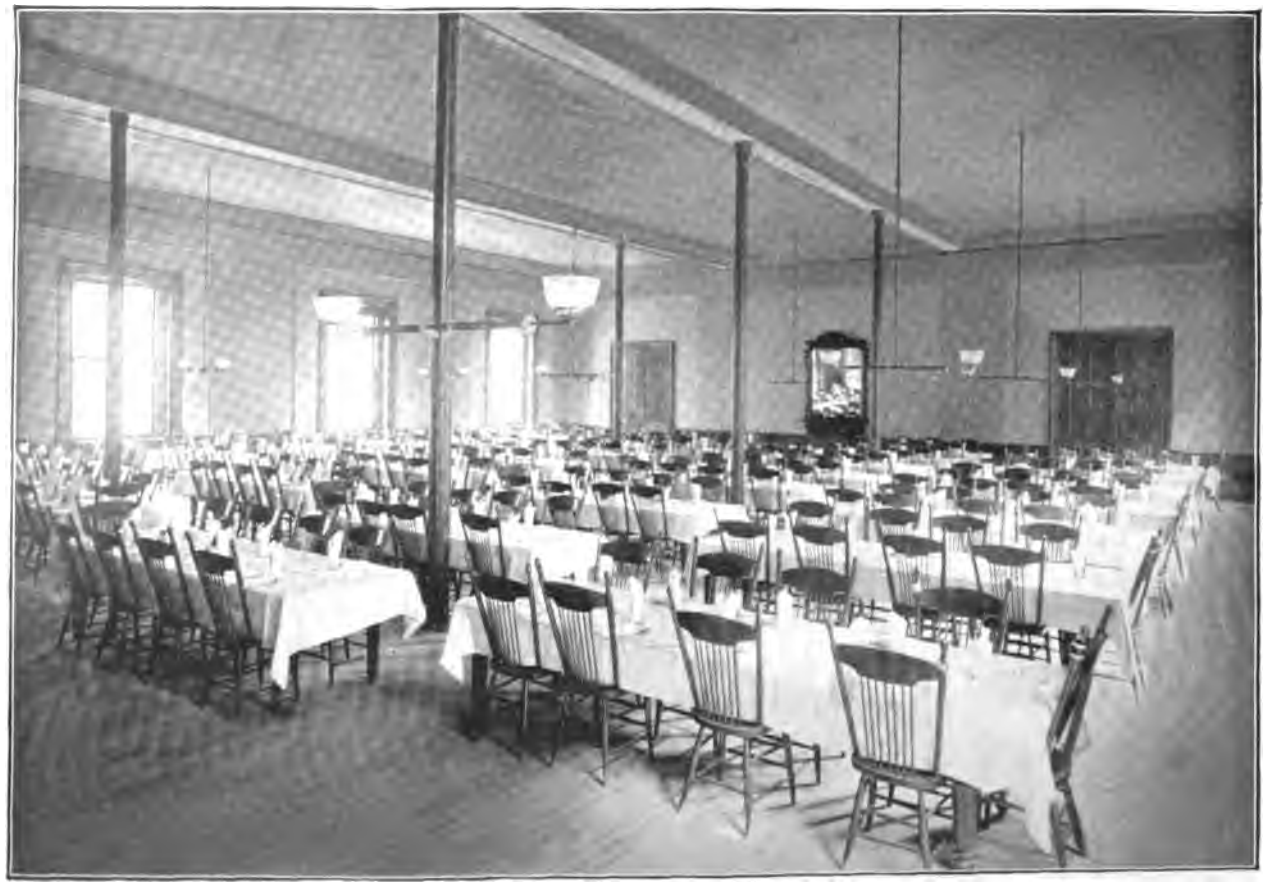
WILLIAM HENRY VAN TASSELL.

PHYSICAL DIRECTOR.

TREVANION G. COOK.

PRINCIPAL'S SECRETARY.

LEGRAND B. RANDALL.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
PUPILS' DINING ROOM, MAIN BUILDING. (60X80 feet.

THE HOUSEHOLD.

PRINCIPAL.
ENOCH HENRY CURRIER, M.A.

ATTENDING PHYSICIAN.
W. T. ALEXANDER, M. D.

CONSULTING PHYSICIANS.
EVERETT HERRICK, M.D. CHARLES A. LEALE, M.D.

OPHTHALMOLOGIST.
FRANKLIN D. SKEEL, M.D.

OTOLOGIST.
RICHARD FROTHINGHAM, M.D.

DENTIST.
CHARLOTTE E. BENTON, D.D.S.

STEWARD.
CURTIS WILCOX.

ASSISTANT STEWARD.
HUGH CONLEY SEWARD.

CLERK.
WILLIAM H. VAN TASSELL.

ACCOUNTANT.
JOHN V. MILLER.

MATRON.
MRS. JULIA F. WILCOX.

ASSISTANTS.
MISS PURDENCE LEWIS. MISS MYRA M. LONG.
MRS. MARY E. LOESER. MISS LOUISE E. HOBBS.
MISS MARY LEWIS.

NURSE.
MISS ANNIE GORRISON.

TUTORS.

W. H. VAN TASSELL.
W. G. SHANKS.
FLORENCE A. DIVINE.
ANNIE L. DOHERTY.
EDITH SOULE.
C. W. VAN TASSELL, JR.
MAZIE HAMILTON.
JENNIE McGOLDRICK.
KATE ROBERTSON.
AGNES CRAIG.
LUCRETIA CORE.
EMMA MAKINSON.
VYRA BLACK.
EMMA COOPER.

ENGINEER.

JOSEPH H. BANKS.

ASSISTANTS.

WALTER COOK.
CHARLES RAYMOND.
JAMES JAMISON.

NIGHT SUPERVISORS.

WILLIAM L. HANSON.
W. R. WILSON.
ALBERT H. KING.
MAGGIE DONLAN.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

TRADES SCHOOLS.

PRINCIPAL.

ENOCH HENRY CURRIER, M.A.

MASTERS.

PRINTING.

EDWIN A. HODGSON, M.A.
ANTHONY CAPELLI, *Assistant.*

CARPENTRY AND CABINET-MAKING.

EDWARD CLEARWATER.
WILLIAM J. LINDER, *Assistant.*

TAILORING.

JACOB KLAIN.

HORTICULTURE.

THOMAS J. KEMPTON.
ARTHUR K. PETTIT, *Assistant.*

GARDENING.

ALBERT METZGER

BAKING.

THOMAS BEATTY.

DRESSMAKING.

IDA WEBENDORFER.
ALICE FOX.

SHIRTMAKING.

IDA McCLURE.

PLAIN SEWING.

FRIDA FROLING.

COOKING.

MRS. JULIA F. HOTCHKIN.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

MAIN BUILDING. MANSION AND PLAY HOUSE.

EIGHTIETH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Eightieth Annual Report, embracing the year ending September 30th, 1898.

The reports of the Principal, of the other officers of the Institution, and of the Annual Examination, and the Report of the Treasurer, are submitted herewith.

The health of the pupils during the year has been exceptionally good. No death has occurred among them at the Institution. During the vacation while at their homes, three of them died from accidents. The gymnastic exercises and military drill have contributed to reduce the number of minor ailments. The diseases most prevalent were measles, influenza, and tonsillitis, the latter taking precedence and numbering nearly one-half of the total cases of sickness.

We call attention to the interesting sketch made by the Principal in his report, of the conditions that influenced philanthropists to found this Institution, and of its steady expansion and growth, affording the means, during its existence of eighty years, for the elevation of 3,729 deaf-mutes from lives of ignorance and inefficiency to careers of independence and usefulness, and we also call special attention to those parts of the Principal's report in which he outlines the methods of instruction, and enumerates the advantages of the kindergarten, of gymnastic exercises and military training, and specially of modeling in clay, in developing the creative faculties of the pupils.

During the year there were enrolled 444 pupils—287 males and 157 females.

The receipts for State and County scholarships were $173,396.76, of which sum $83,614.69 represent tuition fees for the years 1896 and 1897, which were not paid when due, because of litigation. The receipts from pay pupils and from all other sources were $3,323.23, and the expenditures were $121,936.69. The sum of $54,783.30 was carried to the Real Estate and Building Fund, on account of advances heretofore made to meet deficits.

Since our last report there has been one death in this Board. The Hon. George F. Betts, who had faithfully served as a Director for nearly a quarter of a century, died January 18th, 1898. His deep and active interest in the furtherance of the objects of the Institution,

causes his loss to be deeply felt by the surviving members of the Board. His son, Samuel R. Betts, Esq., has been elected to his place in the Board.

At the risk of being characterized as importunate, we must again urge upon your honorable body legislation on the following matters:

I. The increase of State scholarships for pupils to $300 per annum for each pupil.

II. A compulsory education law for deaf children, which shall also prevent parents from taking their children away before the end of the full term authorized by law.

III. An amendment to the existing laws, which shall make a residence of one year in the State, instead of three, sufficient for the admission of pupils to State scholarships.

IV. An amendment to existing laws, whereby the education of the deaf shall be wholly provided for by the State, instead of by the Counties from the age of five to twelve years, and by the State after that age, so that the State Superintendent of Public Instruction *only* shall have the appointment and supervision of all deaf children of school age resident in the State.

Thanking your honorable body for your just and liberal treatment in the past, and assuring you of our determination, in the execution of our trust, to avail ourselves of every possible improvement in methods and management, to the end that the greatest opportunities and advantages may be offered to the unfortunate class under our charge, we respectfully submit this report.

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.

REPORT OF THE PRINCIPAL.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—In accordance with the provisions of the by-laws, I beg to submit for your consideration the Eightieth Annual Report of this Institution, the same being for the period ending September 30th, 1898, a year characterized by healthy growth, with regard to both means employed and results attained, in the education of our pupils.

The completion of fourscore years of usefulness would seem to call for a brief review of the years that are past, and hence it may not be considered inappropriate to place before the readers of to-day, a succinct statement not only of the conditions that influenced the philanthropists to found this Institution, but also of the successive steps in its expansion that have enabled it to afford opportunities for the elevation of 3,729 deaf children, who would, otherwise, have had an existence of ignorance and inefficiency, a constant menace to the public, but who, profiting by the advantages for eighty years so freely afforded, have gone forth into the world thoroughly equipped, and have become self-supporting, respected members of the several communities in which they lived.

The first deaf-mute of American birth who is known to have enjoyed the benefits of a regular education, was the son of a gentleman of this city, of the name of Francis Green. This lad having been, about the year 1780, placed in the celebrated articulating school of Braidwood, near Edinburgh, Mr. Green visited the school in the following year, and with the enthusiasm of parental fondness, wrote back a flattering account of his son's progress, with highly-colored anticipations of his future acquirements. This letter was preserved in the "Medical Repository," and had long afterward an influence in the formation of the New York School. In this connection it may be of interest to note, that the present Principal, on the 15th of November last, made a brief address, at the unveiling, at the Horace Mann School, Boston, Mass., of a bronze tablet in memory of this same Francis Green, "who was the first in this country to urge the education of the deaf."

The first effort in New York State to instruct the deaf, was made by Reverend John Stanford, who found several children in the almshouse of which he was chaplain, unable to receive religious instruction, owing to their deafness. These, with the hope that he might open for them the Book of Life, he taught to write the names of some familiar objects, but further he could not go, owing to his lack of knowledge of the peculiar processes of instruction necessary for such cases, and consequently he was compelled to await a more favorable period for the realization of his wishes.

In 1812 John Braidwood, a grandson of Thomas Braidwood of the celebrated school for the deaf in Edinburgh, drifted to New York, and collected a few deaf-mutes to form a school, which, owing to his unfortunate habits of dissipation, did not long continue. The effort, however, attracted the attention of Dr. Samuel Ackerly, and enlisted in him an interest in behalf of the deaf. In 1816 William Lee, American Consul at Bordeaux, France, on his return to America, brought a circular letter from a distinguished pupil of the Abbe St. Sernin, offering himself as a teacher of the deaf and dumb. This letter was handed to Samuel L. Mitchell, M.D., a man eminent for learning and social influence. Dr. Mitchell became interested and conferred with the Reverend Mr. Stanford, who, as has been mentioned, had met a number of deaf-mutes, and also with Dr. Ackerly, whom he knew as a man of great benevolence. These three gentlemen called a meeting at the house of Rev. Mr. Stanford, at which were present, besides themselves, General James Mapes, Elisha W. King, John B. Scott, Sylvanus Miller, H. Wheaton, James Palmer, Nicholas Roome, and Reverend Alexander McLeod.

As a result of this gathering, a public meeting was held at Tammany Hall, at which all the evidence collected by Dr. Mitchell was presented. The question as to whether there were enough deaf-mutes in the city to justify the establishing of a school was raised. The answer to the question, presented at a third meeting, held on January 23d, 1817, was the first census or deaf-mutes ever made in this country. It was not until the following Spring, however, that the movement assumed definite shape, when the before-mentioned gentlemen met and organized a list of officers and directors, at the head of which was the Hon. De Witt Clinton, who thus became the first President of the Institution. A petition was presented to the Legislature, for an act of incorporation, with the result that, on the 15th day of April, 1817, the New York Institution for the Instruction of the Deaf and Dumb acquired a legal existence, with the usual corporate privileges.

A day school was formally opened on the 24th day of March, 1818,

with four young deaf-mutes in attendance, under the care of Abraham O. Stansbury, as teacher. Before the close of the year 33 pupils were in attendance, 24 being day pupils, and 9 boarders. In the spring of 1819, the number of pupils reached 47, and Mr. Horace Loofborrow, who in May, 1821, became the first Principal of the Institution, was appointed an assistant teacher. During these first eleven years, the boarding pupils were domiciled in rooms hired at 41 Warren Street.

In 1827, October the 19th, the cornerstone of the first building for the permanent use of the Institution was laid on 50th Street, between Fourth and Fifth Avenues, by the Secretary of State, who was also *ex-officio* Superintendent of Common Schools. The building was dedicated on September 30th, 1829. The system of instruction then employed was equivalent to what is now termed the "Pure Oral System." The large number of pupils who attended as day scholars made unsatisfactory progress, and retarded the advance of their classes, and the day school began to suffer in comparison with the neighboring boarding schools for the deaf at Hartford and Philadelphia.

This condition of affairs affected even the Legislature of the State, and, as the Institution was subject to official inspection of the State Superintendent of Common Schools, that high officer was directed "to ascertain, by comparison with other similar institutions, whether any improvements can be made." Mr. Flagg visited the institutions at Hartford and Philadelphia, making a careful comparison of their systems of instruction with that which had been pursued in New York. The consequence of his examinations and recommendations was that, after a contest of two or three years between the party that supported the "pure oral system," and the party that desired to place the Institution on a higher level, it was finally decided to make a change of men and measures.

In 1831, February the 1st, Harvey Prindle Peet, M.A., who, since 1822, had been associated with Dr. Thomas H. Gallaudet in the Hartford institution, entered upon his duties as Principal. Dr. Peet at once began to introduce the changes which had been suggested by the State Superintendent of Common Schools, with the result that the Institution gained a full measure of the public favor that was essential to its prosperity. Through his instrumentality the period of instruction was extended from three years to eight years for each State pupil.

In 1853, the Legislature gave its sanction to the High Class, by authorizing the continuance for three years' instruction in the higher branches of education, after the completion of the regular

term of eight years, those State pupils selected as suitable members of such a class. In 1862, by act of Legislature, every indigent deaf-mute in the State, between the age of twelve and twenty-five, was entitled to an education at public expense. By the act of April 25th, 1863, the counties were required and authorized to support in the Institution, deaf-mute children between the ages of six and twelve.

The material growth of the Institution was equally marked. In 1831, there were 89 pupils in attendance, but in following years the increasing demands for education made necessary two enlargements of the buildings at 50th Street. A third addition was in contemplation, when it became evident that, by the opening of new streets and avenues, the space surrounding the Institution would become too contracted, and a purchase from Col. James Monroe of his country seat, "Fanwood," on Washington Heights, was effected. On the 22d of November, 1853, the cornerstone of the buildings now occupied by the Institution, and which were planned by Dr. Peet, was laid by Hon. Jacob A. Westervelt, Mayor of the City of New York, and on the 4th of December, 1856, the pupils, numbering 315, were removed to their school on the banks of the Hudson River. With each succeeding year the attendance increased. In 1867 the number of pupils was 505. At the close of that academic year, after more than thirty-six years' service at the head of the Institution, Dr. Peet resigned the office of Principal, retaining, however, his connection with the Institution, as Emeritus Principal, until his death, January 1st, 1873.

The third Principal of the Institution was Isaac Lewis Peet, LL.D., a son of the former Principal, who had, for twenty-two years, been an instructor in the Institution. The increase in attendance continued year by year until 1870, at which time the number of pupils was six hundred and eighteen. This compelled a change in the administration of the Institution. Two co-equal departments were created—the Educational, in charge of the Principal; the Administrative, or House Department, under a Medical Superintendent. With this form of organization the Principal was enabled to give his entire attention to literary and legislative work.

During this principalship, legislation most favorable to the Institution was secured, by which, in 1874, the word *indigent* was taken from the statute books, so far as the deaf and dumb are concerned, thus offering to the children of rich and poor alike the benefits of education, and, at the same time, removing from parents the temptation to abridge the term of instruction, either by deferring sending their children to school, or by taking them away before the course of instruction could be completed. In 1892, the lower age of admission was made five years instead of six, and the upper age limit was annulled,



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG RAISING AT THE BEGINNING OF THE SCHOOL DAY.

thus making the Institution a free school for all the deaf-mutes in the State, over the age of five years.

The Trades Schools were broadened to include printing and instruction in applied art. In 1884 and 1885, these schools presented exhibits at the American Institute Fair in New York City, and at the New Orleans Industrial Exposition. In the former instance, a bronze medal of superiority and a diploma were awarded, in the latter *the* diploma for excellence.

The establishment, in the State, of seven schools for the deaf, between the years 1861 and 1889, two of which were in the limits of New York City, affected the attendance at this, the parent institution, and there was a gradual decrease in numbers until 1892, when there were but two hundred and seventy pupils registered.

On January 1, 1893, the venerable Isaac Lewis Peet, LL.D., who had for nearly forty-eight years been actively engaged in the Institution as teacher and Principal, was retired by the Board of Directors with the title of Emeritus Principal. He was succeeded by the present Principal, the fourth since the establishment of the school, who had, for twenty-one years, been a number of the staff of instruction, gaining thereby a very thorough training in the principles and theories underlying the various systems of deaf-mute education. In March, 1893, a return to the original form of administration was made by the Board of Directors, and the Principal placed in sole charge of the Institution.

The effect of the law of 1892 was to largely increase the proportion of small children, and in consequence, kindergarten methods, so effective with the hearing child, were introduced. In order to secure the highest results in the teaching of speech, and also at the same time to remedy physical defects, or lack of symmetrical muscular development, a gymnasium was established. In 1895 military drill was introduced, giving to this Institution the distinction of being the first and only military school for the deaf in existence. In the same year, the introduction of floriculture was made possible by the erection of a range of greenhonses. In 1896, the Institution received a bronze medal and diploma from the World's Columbian Commission, "for excellence in methods of teaching, and good work done by the pupils," resultant of the exhibit made at the Chicago Exposition in 1893.

The great influence for good that this Institution has, during these 80 years, exerted not only among the deaf, but further reaching into the affairs relating to humanity in general, is, perhaps, best indicated by the statement, that of the teachers who have here received special training, 7 became presidents or professors in colleges; 15 settled

pastors of churches; 7 physicians, in regular practice; 3 lawyers of distinction; and 16 principals of schools for the deaf.

From a perusal of the foregoing record, covering as it does the entire period of deaf-mute instruction in this country, it would not appear inappropriate to present the claim for this Institution, that it affords greater advantages to deaf children than are possible in other schools for their class, in the State.

During the year ending September 30th, 1898, there were enrolled 444 pupils, 287 males, and 157 females, who were supported—

	Males.	Females.	Total.
By the State	145	81	226
By the Counties	121	53	174
Part of year by County, and part by State	16	17	33
By the Parents and Guardians	2	6	8
By the Institution	3	0	3
	287	157	444

Of these pupils, 159 were born deaf, 99 became deaf under the age of two years, 138 became deaf after the age of two years and before the age of five, and 48 became deaf before the age of twelve.

The health of this large household has been remarkable, not a single death having occurred within the Institution. During the vacation, while at their homes, however, 3 of the pupils—2 boys and 1 girl—died by accidents.

In the intellectual department of the Institution, 29 teachers, including the Principal, were engaged: 7 men and 22 women, all of whom had been selected with special reference to their experience and skill in the work of instructing the deaf. In the department of Manual Training, 14 competent masters were employed.

The Library of the Institution now numbers 7,391 volumes, and 15,726 pamphlets, and, in addition thereto, is the reading-room, which is supplied with a select list of magazines, educational and illustrated weekly papers, all designed to encourage and stimulate the pupils to acquire the reading habit.

To the Museum of Illustrative Apparatus there has been added a specimen collection of sanitary flannels, cloths, linens, silks, threads and yarns; a cabinet showing the various stages in the manufacture of the sewing needle; a set of Bancroft's Biblical Object Lessons; and seven relief maps covering the field of Geography. There have also been valuable additions of quaint and curious specimens of many kinds, which increase the educational usefulness of the collection.

The System of Instruction.

The single word *eclectic* will best define the methods by which, in this Institution, the pupils are led from ignorance to intelligence. Every known instrument or aid, of proven value in their education, is used. Lip-Reading and Articulation are taught to all; education of the ear is given where there is a remnant of hearing. A course of study, similar to that followed in the Common Schools and Academies of the State, is pursued; a mechanical trade is given to each male pupil; and a thorough course in horticulture and floriculture is also afforded. Practical knowledge of cooking is given to both boys and girls; while for those fitted to receive it, a complete, systematic course of instruction in the various branches of art artisanship is provided.

The importance of shaping to the needs and necessities of the pupil, instead of bending and moulding the pupil to meet the requirements of the system of instruction to be pursued, must be apparent to every educator. Hence oral, aural, manual, and combined classes, are to be found here. Successful attainment is, therefore, made to depend solely upon individual capacity.

In the Main Building there are 34 classes, in 2 divisions, and at the Mansion House, or male kindergarten, 5 classes in 9 divisions. The rotation system, made up of periods of forty minutes' duration, is employed. The advantages of this plan of procedure are so marked, that it is unnecessary to offer any extended argument for its use. Each grade has a regular program of work, adapted to the standing of the pupils therein. The classes are necessarily small, under no circumstances exceeding 12 pupils, since the deaf child requires, to greater degree, individual instruction. Pupils under the age of twelve receive five and six hours' instruction daily, but for those over the age of twelve, the school-day is divided equally between the classroom and the trade-school. For the last named, three hours of class work, three hours of practical handicraft, two hours of study, and one hour for military drill, constitute the school-day. This division of time has been found quite sufficient to sustain a steady and satisfactory advancement. A longer duration of the period of instruction than this would retard, rather than promote, the progress of the pupil. Twice each month a change in the order of these hours is made, so that the pupil who has spent his morning in the classroom and his afternoon in the trades school, reverses his procedure.

The weekly meetings of the pupils, as members of the Fanwood Literary Association, under the careful supervision of the Principal,

have continued with pleasure and profit to all. Readings, debates, dialogues, declamations, and lectures, the latter being especially prepared by the professors and delivered at regular intervals, have constituted the program of the year. The subjects treated were: "The Klondike Gold Region," "The Franchise in the United States," "Coal," "Ancient Egyptian Monuments," "The French Revolution," "Animal Life," "Money," "Decline of Spain's Power," "Iron," "Cuba and Spain," and "Railroads." In addition to these, there were given readings of "Hamlet," and of "Faust," and a special evening observance of the birthday of Abraham Lincoln.

The eye being the principal avenue through which the deaf child receives instruction, it will readily be understood how important a factor is the teaching of drawing, and the necessity of beginning early with this class of children would, therefore, seem to be clearly indicated. It is our practice to begin at once, in the kindergarten, and in the best possible way, by making mud pies. Clay was utilized before paper, and modeling should precede or go hand in hand with drawing. The value of modeling in developing the creative faculties cannot be overestimated. We do not teach drawing, in order to have a collection of fine-lined, nicely-shaded pictures to exhibit each year, but we are trying to develop the character of the child; to strengthen his will power in execution; to aid him to express his thoughts artistically, and to turn his imagination and ideality into practical and healthy channels, both in illustration and in design. For a school in which only one or two art-recitation periods a week are provided, the artistic side of the subject should receive most attention; and geometric drawing, or the study of solids, should be left until the academic course is reached. In mechanical drawing no instrumental work should be attempted before the fifth or sixth year.

It cannot be denied that Art is a part of the child's nature, and it is impossible to separate him from it, except by monotonous labor and carefully prepared systems of instruction which require the least trouble in teaching. With the beginning of the race, began picture-writing, therefore, it should begin with the first year in the kindergarten.

And this leads me to call to your attention the great value to the deaf child of the kindergarten system. The especial aim of the instructor of the deaf is to give an ability to use the English language with freedom. The plays and gifts employed by this system, open wide avenues for thought and expression, and the English language, a dead language to the deaf child, is thus made to become a true live



NFW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG LOWERING AT THE CLOSE OF THE SCHOOL DAY.

language that is born of action and produces activity. The great Pestalozzi states that "observation is the absolute basis of all knowledge," hence, in all education, the child must first be led to observe with accuracy, and then to express, with both grammatical and idiomatical correctness, the results of his observation.

Another special feature in the work of the Institution is the employment of a physical director, with a perfectly equipped gymnasium. This makes possible, in great measure, the correction of bodily defects, chief of which is the marked lack of chest expansion. The deaf child from non-use of the vocal organs is found to possess but limited lung capacity. So marked is this defect, that the manufacturers of our first uniforms were obliged to construct a set of patterns differing from those used for hearing children. Our children were found to have broader backs and narrower chests than normal children. After two years' systematic work in the line of chest expansion, however, it was most gratifying to receive the information that the patterns used for shaping the clothing of the hearing child, could now be used for the cadets of this school. It would, therefore, seem to be imperative that the gymnasium, under proper supervision, should be found in every school for the deaf.

In this connection, the military training is found of incalculable value, in securing a normal carriage and elasticity of step. Without it, the deaf child is marked by a shuffling, careless, sliding gait. To correct this unfortunate condition, instruction in regular military tactics was begun in 1896, and now our pupils, if not superior, are at least equal in precision of movement to those of the military schools for the hearing.

In January, 1898, guns were provided for the cadets, and a three-company battalion, officered by pupils, was formed, which has already exhibited such excellence in marching and proficiency in the manual of arms, as to elicit from army officers expressions of commendation. A special educational value of the drill is the formation of the habit of concentration of thought, and of the prompt, cheerful, and ready obedience to a controlling mind. At this same time was inaugurated a system of assistant supervision of the pupils by the cadet officers, upon whom was placed the responsibility for maintenance of order in the study room, and in class movement. This experiment has resulted most satisfactorily. It has stimulated these officers at all times to conduct themselves as gentlemen, and it has excited in the pupils themselves a desire to excel in all their duties.

To afford information of the practical character of the instruction given in the Trades Schools, the importance of which to the

deaf is so very great, I append a statement of computed values to the Institution, of the work during the year :—

PRINTING CLASSES.—Forty-one pupils, and estimated value of work, $1,132.25.

CARPENTRY AND CABINET-MAKING CLASSES.—Sixty-four pupils, and estimated value of work, $1,870.50.

CLASSES IN GARDENING AND FLORICULTURE.—Twenty-six pupils, and estimated value of work, $1,937.04.

CLASSES IN HOUSE PAINTING.—Four pupils, and estimated value of work, $1,200.00.

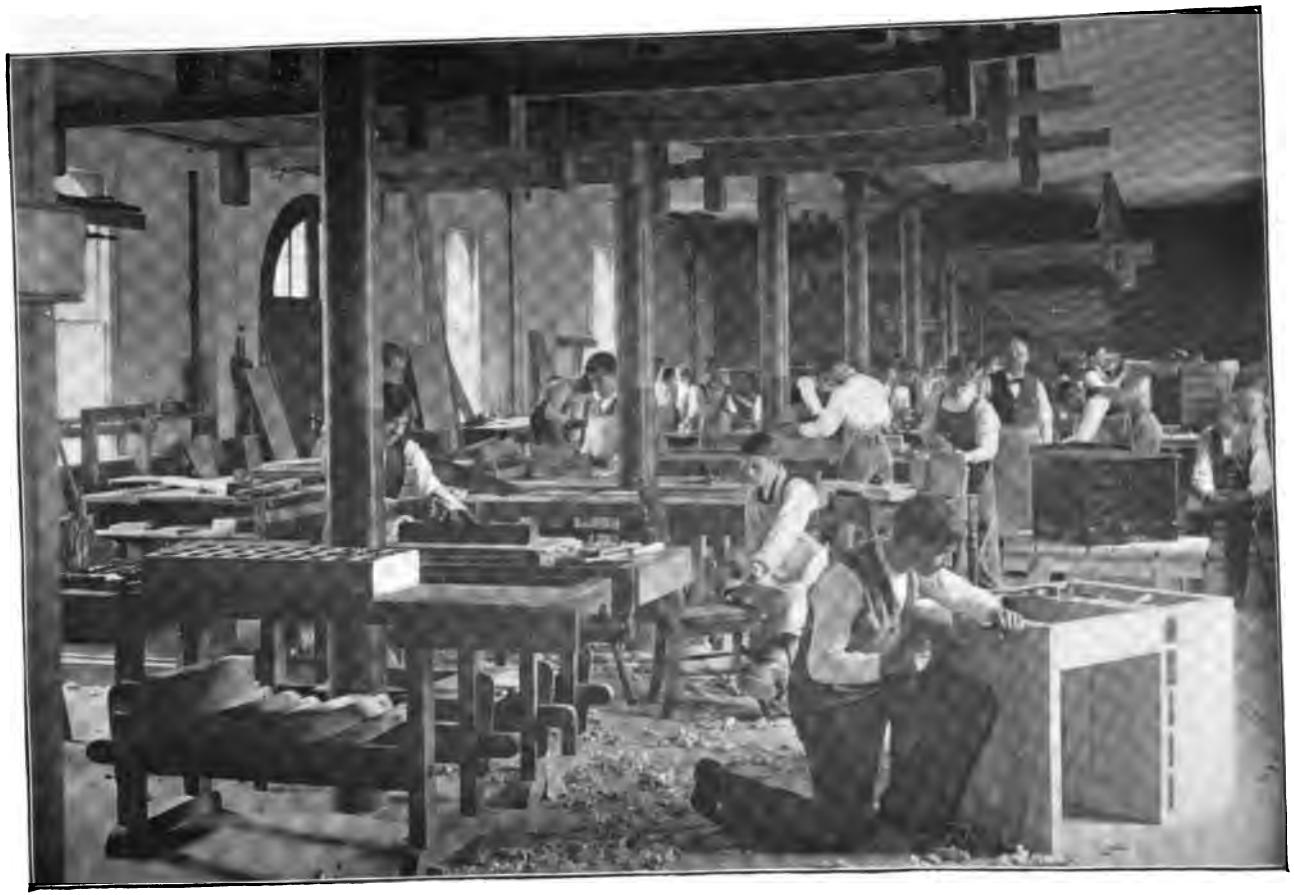
In the remaining industries the amount of the work, instead of the values, is stated.

TAILORING CLASSES, numbering five pupils, have during the year completed :—

Uniform Suits	21
Hall Boy Suit	1
Blue Denim Suits	24
Laundry Covers	6
Sadiron Holders	12
Pillows	74
Duck Suits	28
Uniform Pants	88
Coachman Suits	2
Overalls	26
Laundry Bags	4
Bed Ticks	50
Duck Pants	27
Duck Aprons	264
Suits cleaned, pressed and repaired	6, 341

The SEWING CLASSES, numbering pupils : in plain sewing, 45 ; in shirtmaking, 22 ; in dressmaking, 21 ; completed :—

Uniforms for the Girls	139
Sunday Dresses	26
Night Dresses	82
Drawers	48
White Aprons	60
Sheets	120
Table Cloths	89
Towels	1, 414



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

CABINET AND CARPENTRY CLASS ROOM.

Night Shirts	48
Shirt Waists	230
Broom Bags	56
Corset Waists	15
Sleeves for Girls. (pairs)	25
Uniforms repaired	60
Gingham Dresses	89
Flannel Skirts	20
Balmorals	94
Gingham Aprons	170
Pillow Cases	2,666
Napkins	531
Day Shirts	256
Night Drawers	50
Coffee Bags	62
Waists repaired	20
Baskets lined	24

Recapitulation of Industries.

Industries.	Males.	Females.	Total.
Art	11	4	15
Baking	1		1
Carpentry and Cabinet-Making	64		64
Cooking	30	25	55
Dressmaking		21	21
Gardening and Floriculture	26		26
Gymnasium Assistants	2		2
Housepainting	4		4
Ironing		60	60
Plain Sewing		45	45
Shirtmaking		22	22
Tailoring	5		5
Printing	41		41
Typewriting		5	5
Total	184	182	366

Financial.

The receipts for State and County scholarships have been $173,396.76; of this amount $83,614.69 represents tuition fees for the years 1896 and 1897, which were not paid, when due, because

of litigation. The receipts from pay pupils, and all other sources, have been $3,323.23. The expenditures for the year have been $121,936.69. For detailed information with regard to these matters, however, I would most respectfully refer you to the Report of the Treasurer. As required by law, detailed quarterly statements of expenditures and receipts, accompanied by proper vouchers, have been regularly forwarded to the State Comptroller at Albany.

Repairs.

During the summer vacation extensive repairs and improvements were made, a full account of which is here given, for your information.

MAIN BUILDING.

Carpenters.

In main entrance hall and connecting corridors an oak and mahogany parquet flooring, hard finished and waxed, and 17 new oak saddles in doorways. New treads on main stairs leading to basement. Maple flooring in boys' dressing room (basement). New door and sill in boys' cap room. Two new doors in each tower. Slats laid on floor of each tower. Front stoop posts repaired and stoop braced. Two new ceiling ventilators in each of three wards in hospital.

Masons.

Repairs to plaster in hospital and in rear halls, girls' sitting room and lavatory, boys' sitting room and lavatory, and hall on second floor. All chimneys and gutters re-pointed with Portland cement, and iron bracing to five chimneys. Wooden front of charcoal bin replaced by brick and anchored, and cement floor of same repaired. Stone flagging in bake-shop relaid.

Painters.

The entrance hall, five wards, hall, two bath rooms, one water closet, and nurse's room of hospital painted; the ceilings in distemper, the side walls in oil (with dado and border) and woodwork in oil, general office painted with border, also the boys' sitting room, girls' sitting room, boys' upper dormitory, boys' lower dormitory, boys' upper and lower dormitory water closets, and hall leading from boys' upper dormitory to corridor of school building. Ceilings of main hall renovated, and that of second floor kalsomined. Ceilings in stairway from main hall to third floor (girls' side) kalsomined. Front steps and floor of piazza painted. Hall in basement painted

and kalsomined. Latrines in boys' and in girls' lavatory water closets re-enamelled.

PLUMBING, STEAM-FITTING, ETC.

Roofs painted; new galvanized iron ridging; new gutters on north side of boys' wing. Slates on roof repaired and pointed where needed; leaders to towers repaired. All water tanks emptied, cleaned and tarred. Ranges in large and small kitchens and flues to same overhauled and repaired. Sinks repaired. Galvanized iron "dust hoods" placed over the ventilators in hospital. Zinc lining of refrigerator repaired. Two new small radiators and necessary piping placed in Principal's office. Old radiator removed from Room 11, and placed in boys' dressing room (basement), with new pipe connections. All ducts whitewashed, and all radiator valves re-packed. New ball cocks placed on water closets.

FURNITURE.

Carpets for Rooms Nos. 19 and 28. Linoleum for general office, and for three wards and hall of hospital. Fifty white enamelled iron beds for the hospital. Fifteen dozen chairs for the boys' sitting room. Six dozen rubber pads for stair treads. Renovating and re-making 180 mattresses and 127 pillows. Repairing and refinishing tables in boys' sitting-room.

AT THE MANSION HOUSE.

MASONS.

Brick work on roof of playhouse re-pointed, and bricks replaced in several windows of same. Repairs made to plastering of kitchen, and of hallway leading to large school room.

PAINTERS.

School room in the main building painted and kalsomined.

PLUMBING, STEAM-FITTING, ETC.

All water tanks emptied, cleaned and tarred. Thirty old tubes replaced by new in hot-water furnace, and general repairing of same. Range, and flues of same, overhauled and repaired. One new glass backing in water closet.

SCHOOL BUILDING.

MASONS.

Tailor shop entirely re-plastered. Repairs to plastering in several rooms, and connecting halls.

CARPENTERS.

Stoops at north and south entrances of building repaired. Maple flooring in northwest Art room and hall leading thereto. Maple flooring also in two clothing rooms. New shelving in tailor shop.

PAINTERS.

Two Art rooms and hall between; ceilings painted in distemper, and side walls and wood-work in oil. Rooms 1, 3, 5, 7, 8, 11, 12, 13, 15, 23, 25, and 26 (1 and 7 with dado), painted and kalsomined; also corridors leading to Main Building. Room 21 renovated. North and south stoops re-painted. Hall (2d floor) painted and kalsomined. Boys' clothing rooms painted. Tailor shop painted.

POWER HOUSE.

MASONS.

Lining furnaces with fire-brick; re-building of bridge walls; new jambs at furnace No 1; doorways; loose brick-work at front relaid; re-setting bearing bars, and lining side walls and archways.

STEAM-FITTING.

Three sets of Adam's grate-bars for boilers. Power engine overhauled and repaired. Hot water pump repaired. Pipe fittings on boilers overhauled.

LAUNDRY.

CARPENTERS.

New shelving in laundry.

STEAM-FITTING.

One Improved French Mangle, with all necessary pulleys, belting, and pipe-work. All other machinery overhauled and repaired.

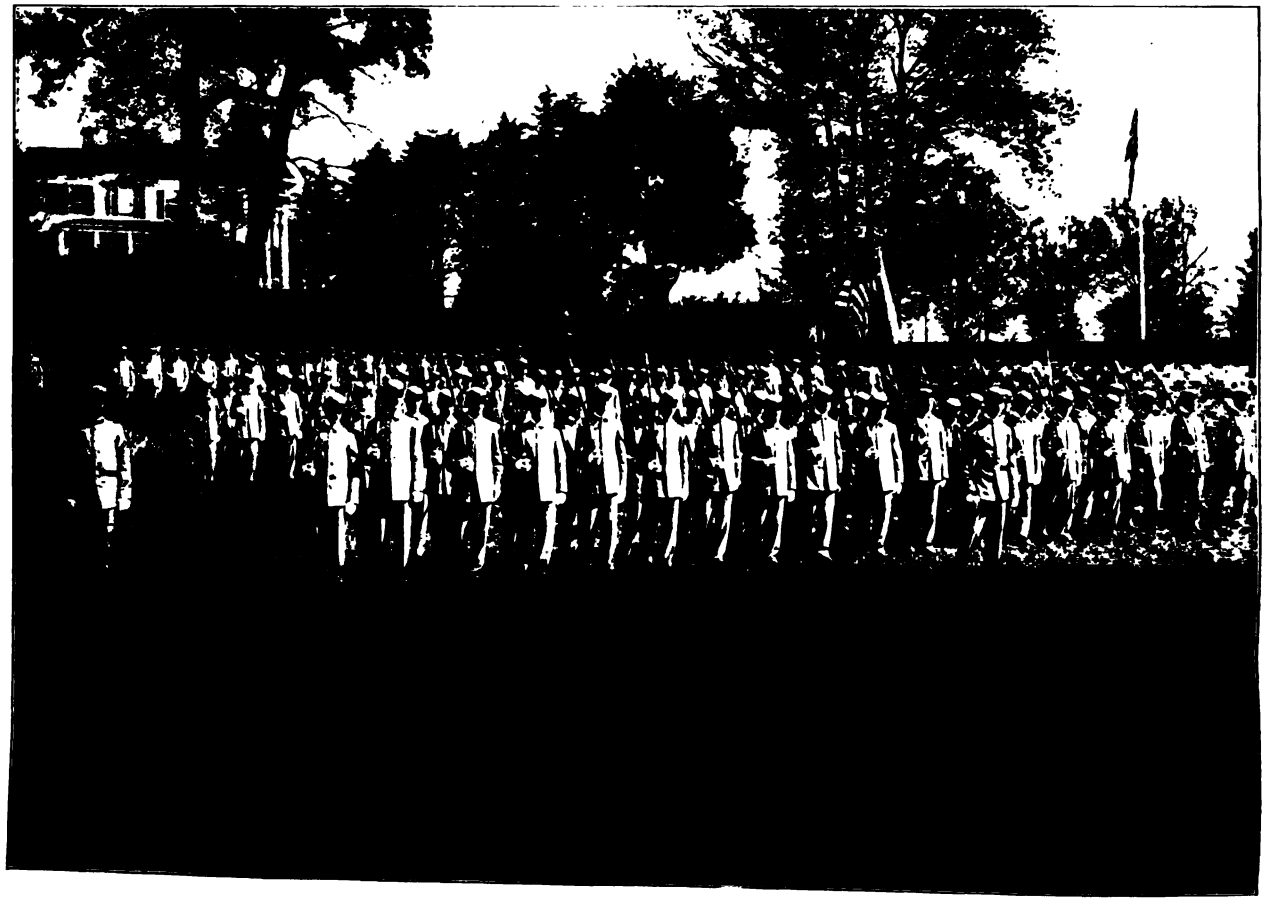
STABLE.

CARPENTERS.

Renewing section of flooring. Rotten sills renewed. Sliding doors re-hung. Two ventilators cut in gables. Washstand sheathed in galvanized iron. Vault emptied and disinfected.

MASONS.

Pointing up sills. Repairing cement washstand. Re-setting stone steps.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

BATTALION. ON THE MARCH.

External Repairs.

All fences repaired and painted. New fence and gates, dividing the boys' play-ground from the ash dumping ground. Repairs to sewer and to water meter. Plank walk laid in south courtyard. Flagging raised at north entrance to school building. New fence and gate enclosing north courtyard. Gutter crossing tunnel and driveway cemented. Galvanized iron jack on chimney of gardener's cottage.

Conventions.

With your authorization, the Principal attended the National Educational Association meeting at Washington, D. C., devoting special attention to the proceedings of Section 16, in which were discussed the problems arising in the education of defective children.

He was also present at the fifteenth meeting of the Convention of American Instructors of the Deaf, which convened at the Ohio Institution, Columbus. At this meeting he was selected as Chairman of the Aural Section of the Convention. Two papers on subjects of special interest to the profession, prepared by teachers of this Institution, were read, which will be printed as an appendix to the Annual Report.

Anniversaries.

Washington's Birthday, Grant's Day, Arbor Day, and Flag Day, were duly celebrated with special programs appropriate to the occasion, and in conformity with the exercises which maintain in schools for the hearing. A pleasant incident occurred in connection with the 80th Annual Meeting of the Members, on May 17th last. This was the presentation of a Battalion Flag, the gift of Dr. W. T. Alexander, the attending physician of the Institution. The banner is of heavy blue silk, with fringed edges, bearing the seal of the Institution, the whole surrounded by the title and date of incorporation. The ceremony of presentation followed the competitive drill of the battalion of cadets, held yearly, to determine the award of the Archibald D. Russell gold medals.

State Inspection.

On the 4th day of November, 1897, and on the 8th day of June of the present year, the Institution was visited, and the pupils examined as to their scholastic attainments, by the two inspectors of schools for the deaf from the State Board of Charities.

Changes.

The increase in the number of pupils at the opening of the winter term, made necessary the appointment of an additional teacher. Mr.

Edward S. Burdick, a graduate of the Potsdam, N. Y., Normal School, who had for two years evidenced most satisfactory qualities in the capacity of a tutor of the boys, was selected to fill this position. In March, Miss Anna H. Clark, a member of the staff of instruction, retired, to accept a similar position nearer her home. To supply this vacancy, Miss Amelia E. Berry, a former experienced teacher, who had been given a leave of absence on account of ill health, was recalled. The sudden death at the close of the academic year of one of the Professors, William B. Hill, and the retirement from the service of the Institution of Mr. Robert D. Hoyt, and Misses Bessie L. Nixon, Katharine B. Schenck, and Margaret B. Clark, created vacanices in the teaching staff, which have been filled by the appointment of five teachers of experience—*viz.*, Mr. Isaac B. Gardner, from the Arkansas School for the Deaf, and Misses A. Louise Steadman, Annie Denny Ward, Lena P. Forsythe, and Mabel B. Wells, all from the Rhode Island School for the Deaf.

ACKNOWLEDGMENTS.

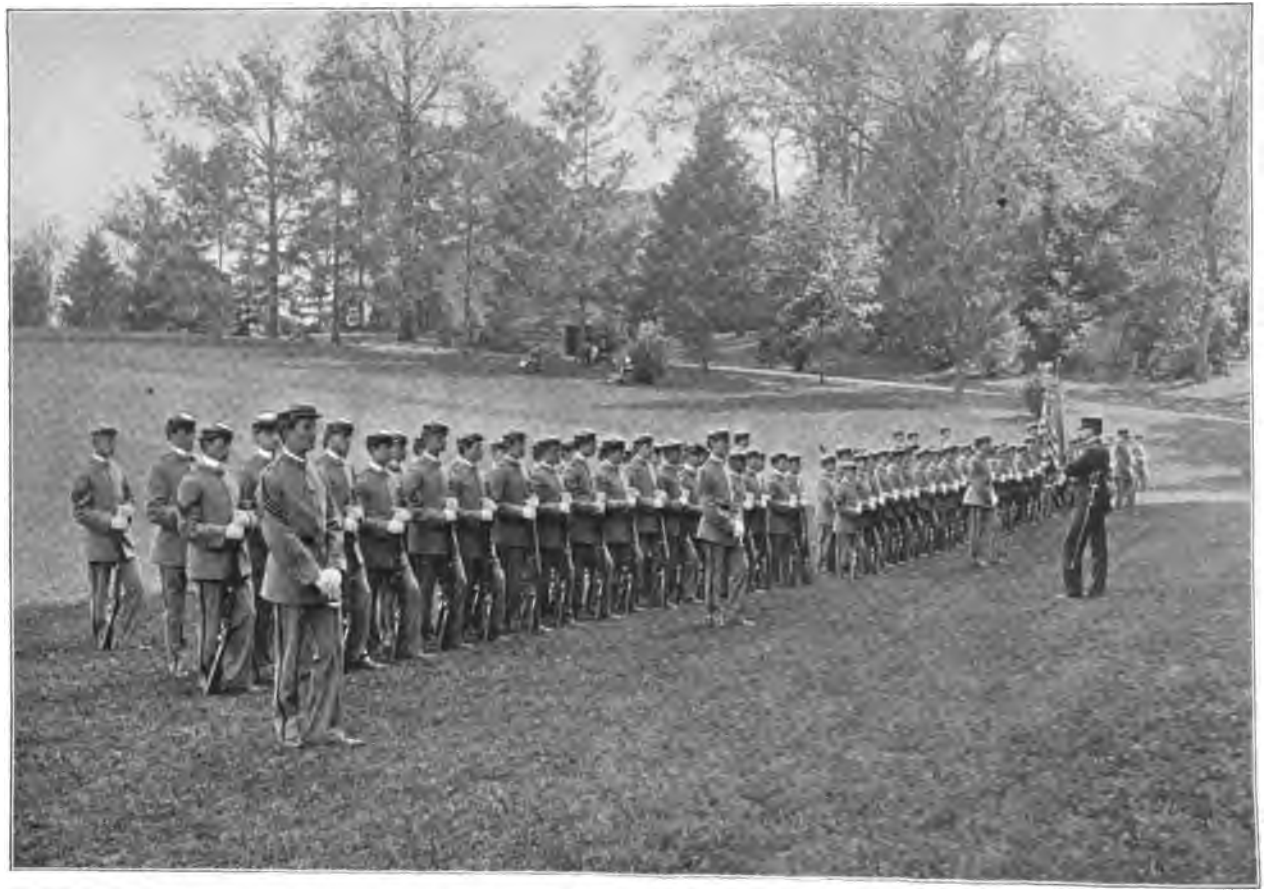
Thanks are due, and they are hereby tendered, to Mrs. Ethan Allen, and Mr. William Wade, for contributions to increase the Library of the Institution, and also to the publishers of the following list of papers and periodicals, whose kindly action in regularly forwarding to the Institution their publications, thereby adding greatly to the attractiveness of our reading room, has been very fully appreciated by the members of our household.

Annual.

Edwards' Book Notes, London, England.
King's Book Catalogue, London, England.
Potter's Book Catalogue, Liverpool, England.
Metheun & Co.'s Book Gazette, London, England.
Sothern's Current Literature, London, England.
Reports of Schools for the Education of the Deaf.
Steven's Book List, London, England. (Ten copies.)
Colin et Cie Nouvelles Publications, Paris, France.
Pickering & Chatto's Catalogue, London, England.
Clark's Catalogue of Publications, Edinburgh, Scotland.
Bates & Lauriat's Book Catalogue, Boston, Massachusetts.
Le Correspondant des Bibliophiles Francais, Paris, France.

Quarterly.

Putnam's Notes on Books, New York.
Schultz's Ouvrages d'Occasion, Paris, France.
Revue de Dispensaire du Louvre, Paris, France.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF

Revisto de Educacione, La Plata, Buenos Aires.
University Bulletin, Columbia College, New York.
Notes on Books, Longmans, Green & Co., New York.
Gregory's Book Catalogue and Report, Bath, England.
New Publications, J. B. Lippincott & Co., Philadelphia, Pa.
Bulletin of the American Georgraphical Society, New York.

Monthly.

Home and Country, New York City.
Review of Reviews, New York City.
The Acorn, Winthrop Centre, Maine.
Taubstummen Courier, Wien, Austria.
The New Method, Englewood, Illinois.
The British Deaf-Mute, Leeds, England.
La Guida Del Sordomuto, Naples, Italy.
The Silent Worker, Trenton, New Jersey.
The Little Messenger, Belfast, Ireland.
The Gazette des Sourds-Muets, Paris, France.
The Pacific Banner, Winthrop Centre, Maine.
Appleton's Literary Bulletin, New York City.
Missionary News of Archdeaconry, New York City.
Dodd & Mead's New Publications, New York City.
El Monitor de la Educacien Commun, Buenos Ayres.
Bulletin New York Circulating Library, New York City.
The Philanthropic Index and Review, Kalamazoo, Michigan.
Lippincott's Literary Bulletin, Philadelphia, Pennsylvania.
Literary Bulletin of Houghton, Mifflin & Co., Boston, Mass.

Occasional Publications.

Publications of the Volta Bureau, Washington, D. C.
Publications of the Bureau of Education, Washington, D. C.
Publications of the Smithsonian Institution, Washington, D. C.
Publications of the American Association for the Teaching of Speech to the Deaf.

Semi-Monthly.

The Utah Eagle, Ogden, Utah.
The Kelly Messenger, Morganton, N. C.
Sunday School Advocate, New York City.
The Silent Echo, Winnipeg, Manitoba.
The Washington Heights Gazette, New York City.
Maryland Bulletin, Frederick, Maryland. (Two copies.)

The Western Pennsylvanian, Edgewood Park, Pennsylvania.
Canadian Mute, Belleville, Ontario, Canada. (Two copies.)
The Washingtonian, Vancouver, Washington. (Three copies.)
The Silent Observer, Knoxville, Tennessee. (Three copies.)

Weekly.

The Sign, Salem, Oregon.
The Silent Hoosier, Indianapolis, Indiana. (Three copies.)
The Kansas Star, Olathe, Kansas.
The Tablet, Romney, West Virginia.
The Ohio Chronicle, Columbus, Ohio.
The New York Observer, New York City.
The Illustrated American, New York City.
The Weekly News, Berkeley, California.
The Wisconsin Times, Delavan, Wisconsin.
The Deaf-Mute Record, Fulton, Missouri.
The New York Evangelist, New York City.
The Kentucky Standard, Danville, Kentucky.
The Deaf-Mute Voice, Jackson, Mississippi.
The Optic, Little Rock, Arkansas. (Two copies.)
The Companion, Faribault, Minnesota. (Two copies.)
The Lone Star Weekly, Austin, Texas. (Three copies.)
The Mt. Airy World, Philadelphia, Pennsylvania. (Three copies.)
The Deaf-Mute Register, Rome, New York. (Two copies.)
The Messenger, Talladega, Alabama. (Three copies.)
The Michigan Mirror, Flint, Michigan. (Three copies.)
Our Little People, Rochester, New York. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Four copies.)
The Goodson Gazette, Staunton, Virginia, (Two copies.)
The North Dakota Banner, Devil's Lake, North Dakota.
The Colorado Index, Colorado Springs, Colorado. (Two copies.)

Semi-Weekly.

The Rome Sentinel, Rome, New York.
Newburgh Journal, Newburgh, New York.

In the death, on January 18th, 1898, of Hon. George F. Betts, who became a member of the Institution in 1871, a director in 1875, and who as a member of the Instruction, Executive and Law Committees, had given evidence of his deep interest in the furtherance of the objects for which the Institution was established, a loss was experienced



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GIRLS' STUDY ROOM, MAIN BUILDING. 150x50 feet

which it will be difficult to to make good. By his frequent visits he had endeared himself to both officers and pupils, so that on Arbor Day, at their request, the tree planted was named in his memory.

In concluding this report of the more important events of the year, the Principal is impelled to give an expression of his deep appreciation of the assistance at all times so kindly accorded him by the Board of Directors, who have given freely of their time, and have used their means with a most enlightened liberality to obtain for the Institution the highest possible results in the promotion of the welfare of the deaf.

Respectfully submitted,

ENOCH HENRY CURRIER,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, NOV. 1, 1898.

REPORT OF THE COMMITTEE ON THE ANNUAL EXAMINATION.

June, 1898.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—Your committee appointed to conduct the Annual Examination of the pupils of the Institution, present the following as their report upon the work of the classes.

With the approval of the committee, the Principal had nominated sub-committees of the professors and teachers, to whom was assigned the preparation of questions covering the course of study of each grade in Language, Speech, Arithmetic, Geography, History of England, History of the United States, English and American Literature, Natural History, Hygiene, Natural Philosophy, Government of the United States, Manners and Morals, and Latin. The actual work of examination commenced on Wednesday, June 1st, and continued until Tuesday, June 7th.

In the department of Art, the special inspection to determine the relative merit of the individual work of the pupils, and to award prizes, was made by M. De Thulstrup, the distinguished illustrator, to whom we here desire to express our indebtedness, for the great interest shown in conducting the examination. His report will be found among the appended papers of this report.

In the department of Physical Culture, three weeks were required to complete a careful charting of the male pupils, with special reference to the heart action before and after exercises calling for the exertion of strength of varying degrees. A comparison between the physical condition of the pupils prior and subsequent to the training, was thus made possible, and the results were very gratifying, as indicating not only the great importance of this branch, but also the advantages that could be secured from a carefully graded and systematic gymnasium course.

The schedule of classification supplied by the Principal for the guidance of the committee, which included precise information with reference to the regular and special arrangement of classes, is presented as prefatory to the class reports.

SCHEDULE OF CLASSES, JUNE, 1898.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	ACADEMIC.						
Senior.	Thomas F. Fox..... Harriett C. Hall..... W. Barlow Hill.....	6	6	12	4	4	8
Junior.	Thomas F. Fox..... W. Barlow Hill..... Robert D. Hoyt..... Harriett C. Hall.....	6	3	9	5	3	8
	GRAMMAR.						
Ninth Male.	Robert D. Hoyt..... Harriett C. Hall..... W. Barlow Hill..... Edward S. Burdick....	12	..	12	11	..	11
Eighth Mixed.	Prudence E. Burchard.. Ida Montgomery Eva E. Buckingham.... W. Barlow Hill..	6	6	12	4	4	8
Seventh Special.	Ida Montgomery Myra L. Barrager..... William G. Jones..... Ethel R. C. Caparn....	7	5	12	4	3	7
Seventh Oral.	W. Barlow Hill..... Eva E. Buckingham... Prudence E. Burchard.. Stella B. Hanmer.....	6	6	12	6	3	9
Seventh Mixed.	Prudence E. Burchard.. Harriett C. Hall..... Ethel R. C. Caparn.... William G. Jones.....	5	5	10	4	3	7

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
			GRAMMAR.—(Continued.)				
Sixth Oral.	Eva E. Buckingham...	4	6	10	2	6	8
	Stella B. Hanmer.....						
	Harriett C. Hall.....						
	Prudence E. Burchard..						
Sixth Mixed.	Ida Montgomery.....	5	7	12	4	5	9
	Ethel R. C. Caparn....						
	Harriett C. Hall.....						
	William G. Jones.....						
Fifth Oral.	Amelia E. Berry.....	5	5	10	4	5	9
	Harriett C. Hall.....						
	Stella B. Hanmer						
	Edward S. Burdick....						
Fifth Mixed.	Harriett C. Hall.....	7	4	11	6	4	10
	Prudence E. Burchard..						
	Amelia E. Berry.....						
	William G. Jones.....						
			INTERMEDIATE.				
Fourth Oral.	Florence G. S. Smith..	11	..	11	9	..	9
	Eva E. Buckingham ...						
	Stella B. Hanmer.....						
	Amelia E. Berry.....						
Fourth Mixed.	Amelia E. Berry	5	6	11	4	6	10
	Ida Montgomery.....						
	Robert D. Hoyt.....						
Special A. Blind.	Bessie L. Nixon.....	1	1	2	1	1	2
	Myra L. Barrager.....						
Aural A.	Myra L. Barrager.....	5	5	10	4	2	6
	Eva E. Buckingham...						
	Stella B. Hanmer.....						
	Robert D. Hoyt.....						

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	INTERMEDIATE.—(Continued.)						
Aural B.	Florence G. S. Smith.. Ethel R. C. Caparn.... Prudence E. Burchard. Eva E. Buckingham....	4	..	4	4	..	4
Third Oral.	Eva E. Buckingham... Amelia E. Berry..... Florence G. S. Smith...	3	9	12	3	9	12
Third Mixed.	Ida Montgomery..... Florence G. S. Smith.. Amelia E. Berry..... Edward S. Burdick	7	4	11	7	4	11
	PRIMARY.						
Third Male.	Ida Montgomery..... William G. Jones..... Edward S. Burdick....	8	..	8	7	..	7
Second Oral Male.	Prudence E. Burchard.. Harriett C. Hall..... Ethel R. C. Caparn.... William B. Hill.....	12	..	12	12	..	12
Second Oral Mixed.	Myra L. Barrager Stella B. Hanmer..... Robert D. Hoyt..... Edward S. Burdick....	9	5	14	9	5	14
Second Mixed.	Prudence E. Burchard.. Eva E. Buckingham... Stella B. Hanmer William B. Hill.....	4	7	11	3	7	10

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	PRIMARY.—(Continued.)						
Second Male.	Ida Montgomery Ethel R. C. Caparn Myra L. Barrager William G. Jones	11	..	11	11	..	11
First Oral.	Amelia E. Berry Florence G. S. Smith William B. Hill Robert D. Hoyt	12	..	12	12	..	12
First Oral Special.	Ethel R. C. Caparn Stella B. Hanmer Florence G. S. Smith William B. Hill	7	..	7	7	..	7
First Female.	Myra L. Barrager Ida Montgomery Florence G. S. Smith Robert D. Hoyt Edward S. Burdick	..	11	11	..	11	11
First A.	Myra L. Barrager Edward S. Burdick William G. Jones Robert D. Hoyt	5	3	8	5	2	7
	MALE KINDERGARTEN.						
	(In six sections—Mansion House.)						
	Fayetta Peck Grace H. Stryker Lena Stryker Elizabeth M. Burgess Katharine B. Schenck Charles W. Van Tassell.	110	..	110	102	..	102



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.
	FEMALE KINDERGARTEN. (*Main Building.*)						
	Margaret S. McGill....	..	51	51	..	45	45
	Helen B. Andrews.....						
	Edna B. Lewis.....						
	Margaret B. Clark.....						
	Katharine L. George..						
		283	155	438	254	132	386

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males, . . .	283	Males, . . .	254
Females, . . .	155	Females, . . .	132
Total, . . .	438	Total, . . .	386

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M. A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., A., taught by Miss Barrager and Messrs. Burdick, Hoyt and Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Morals & Manners	Arithmetic.	General Average.	Rank.
Muhleback, August.....	8.8	6.3	2.0	4.6	5.4	1
McGovern, Edward.....	1.6	6.0	...	4.4	3.0	2
Federman, Isaac.....	1.6	6.9	2.0	1.2	2.9	3
Cullimore, John.....	...	9.5	...	0.3	2.5	4
Kniffen, Herman.....	...	6.8	...	...	1.7	5
Frankel, Sophia.....	...	5.5	...	0.9	1.6	6
Conley, Hannah.....	...	...	...	...	...	.
Freund, Fannie.....	...	...	...	...	...	.

Respectfully submitted,

AMELIA E. BERRY,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Female, taught by Misses Barrager, Montgomery and Smith, and Messrs. Burdick and Hoyt.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Morals & Manners.	Arithmetic.	General Average.	Rank.
Buel, Anna	8.3	9.7	10.0	8.1	9.0	1
Kingsley, Cora	7.6	8.4	10.0	7.2	8.3	2
Sherman, Eva	7.2	9.6	8.5	7.7	8.3	2
Acker, Mary	6.6	10.0	10.0	5.9	8.1	3
Luria, Ida	4.3	9.3	10.0	4.5	7.0	4
Miller, Elsie	6.0	8.5	10.0	3.0	6.9	5
Cole, Alice	1.7	8.3	10.0	8.1	5.8	6
Ziesckin, Ida	3.5	7.4	8.5	1.7	5.5	7
Miller, Louise	2.0	8.3	5.0	4.6	4.8	8
Ogle, Katie	4.5	7.6	2.0	4.4	4.6	9
Walker, Grace	1.5	7.6	3.0	0.2	3.1	10

Respectfully submitted,

HARRIETT C. HALL,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade I., Oral Special, taught by Misses Caparn, Hanmer and Smith, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Manners & Morals.	Arithmetic.	General Average.	Rank.
1ST SECTION.						
Greenberg, Samuel.....	9.7	9.2	10.0	10.0	9.7	1
Toburn, Thomas.....	9.5	8.6	8.0	8.5	8.7	2
Fish, William.....	9.7	9.3	5.0	9.5	8.4	3
2D SECTION.						
Holtzheimer, Alfred.....	8.6	6.3	8.0	6.2	7.3	4
Lavery, Martin.....	8.6	3.5	...	6.6	4.7	5
Steinhauser, George.....	6.8	6.2	...	0.8	3.5	6
Rabinstein, Leonard.....	1.3	6.0	2.0	3.0	3.1	7

Respectfully submitted,

ROBERT D. HOYT,
WILLIAM G. JONES,
Examiners.



NEW YORK INSTITUTION FOR THE

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade I., Oral Male, taught by Misses Berry and Smith, and Messrs. Hill and Hoyt.

NAMES OF PUPILS.	SPEECH.		Language.	Morals & Manners.	Arithmetic.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.					
Westlake, Robert	9.0		8.0	8.5	7.0	8.1	1
Knipe, Alexander	8.8		8.5	10.0	4.7	8.0	2
McAllister, Samuel	8.7		8.4	4.0	9.0	7.5	3
Goldstein, Samuel	8.3		9.5	4.0	6.8	7.2	4
Siegel, Alexander	6.9		7.7	4.0	9.3	7.0	5
Tanzas, Anton	6.8		8.9	5.0	4.8	6.4	6
Wink, Frederick	4.8		9.2	6.0	4.6	6.2	7
Byck, Julius	8.0		5.5	4.0	7.1	6.2	7
Strachan, William	7.0		8.9	4.0	4.3	6.1	8
Dempsey, Albert	4.5		8.7	4.0	6.0	5.8	9
Rainbird, Robert	5.9		5.7	4.0	5.8	5.4	10
Girsch, Frank	6.4		7.0	3.0	3.8	5.1	11

Respectfully submitted,

ETHEL R. C. CAPARN,
IDA MONTGOMERY,
Examiners.

INSTITUTION, June 6, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Male, taught by Misses Montgomery, Caparn and Barrager, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Morals & Manners.	General Average.	Rank.
Fink, William	8.0	7.6	9.3	6.0	7.7	1
Cole, W. Charles	7.7	4.0	8.9	3.0	6.0	2
Chaimowitz, A.	5.1	7.6	7.0	2.0	5.4	3
Geffers, Thomas	2.6	5.3	9.7	2.5	5.1	4
Einsfield, Frederick	8.3	2.3	3.1	1.0	3.7	5
Peterson, Herman	2.1	2.5	9.2	0.5	3.5	6
Tompeto, Samuel	2.6	2.6	6.0	1.0	3.1	7
Droppe, Henry	1.8	1.9	5.4	3.0	3.0	8
Sheinholtz, Herman	1.5	2.6	7.0	1.0	3.0	8
Tofsky, Morris	1.6	4.6	4.0	1.0	3.0	8
* Barnett, Walter	...	...	...	...	...	

*Absent.

Respectfully submitted,

STELLA B. HANMER,

MYRA L. BARRAGER,

Examiners.

INSTITUTION, June 6, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR :—We herewith present our report of the examination of Grade II., Mixed, taught by Misses Burchard, Buckingham and Hanmer, and Mr. Hill.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Manners & Morals.	General Average.	Rank.
	The Elements. Reading. Lip Reading.						
Wood, Mildred	7.4		4.2	8.5	3.5	5.9	1
Klain, Hannah	9.1		4.3	7.6	2.0	5.8	2
Rubien, Goldie	6.9		2.0	9.8	1.5	5.1	3
Pightling, Chas	9.2		3.6	6.0	1.0	4.9	4
Lipnitsky, Fannie	8.6		1.9	6.2	1.0	4.2	5
Freileweh, St. C	8.5		1.9	4.2	1.0	3.7	6
Hopfer, Dora	8.1		1.0	4.9	1.5	3.6	7
Chaimowitz, H	5.5		1.7	6.2	1.0	3.6	7
Jacobs, Lillie	5.0		1.2	6.8	1.5	3.4	8
Lamprecht, Wm	4.4		1.2	5.0	1.5	3.1	9

Respectfully submitted,

WILLIAM G. JONES,
MYRA L. BARRAGER,
Examiners.

INSTITUTION, June 6, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Oral Mixed, taught by Misses Hanmer and Barrager, and Messrs. Hoyt and Burdick.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip reading.	Arithemtic.	Language.	Manners & Morals.	General Average.	Rank.
Kugler, Fredia	9.7	5.6	9.4	6.0	7.7	1
Plapinger, Henry	9.0	6.1	8.6	5.0	7.2	2
Neder, Amelia	9.5	3.4	9.9	8.0	6.9	3
Barry, Alfred G	9.1	4.9	8.1	5.0	6.8	4
Seelig, James	8.1	7.5	8.7	2.5	6.7	5
Dorst, Henry	8.4	3.8	7.7	5.5	6.3	6
Shelley, Ethel	7.4	3.0	9.6	5.0	6.1	7
Koplick, Sadie	9.5	4.5	7.0	3.0	6.0	8
Litchfield, T. E	9.1	4.3	6.0	3.0	5.6	9
Rau, George	7.2	4.8	7.5	2.0	5.4	10
Osterman, B	8.3	3.8	7.8	0.5	5.1	11
Brown, Flora	9.7	2.0	7.4	1.5	5.0	12
Jarboe, Lester	8.0	3.4	5.9	...	4.3	13
Gerson, Seligman	8.6	2.3	4.6	...	3.9	14

Respectfully submitted,

IDA MONTGOMERY,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, June 6, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade II., Oral Male, taught by Misses Burchard, Hall and Caparn, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Manners & Morals.	General Average.	Rank.
Amnuth, Jacob	9.5	7.0	7.5	4.0	7.0	1
Duerr, Adolph	7.2	9.0	9.2	2.0	6.9	2
Lovitch, Jacob	9.1	3.5	8.0	6.0	6.7	3
Berg, Paul	8.7	4.7	8.0	4.5	6.5	4
Eldridge, Robert	9.9	7.2	6.5	2.0	6.4	5
Siegel, Chas	7.3	4.2	7.8	1.0	5.1	6
Plapinger, Herman	8.1	2.1	7.0	3.1	5.1	6
Loew, Osmond	8.5	5.3	7.2	...	5.1	6
Heil, John	5.4	4.2	7.0	2.0	4.7	7
Rosenberg, Mendel	4.9	1.9	9.0	6.0	4.5	8
Hurson, Arthur	5.3	2.6	7.0	2.0	4.2	9
Annet, Robert	6.5	3.4	6.8	...	4.2	9

Respectfully submitted,

ROBERT D. HOYT,

EVA E. BUCKINGHAM,

Examiners.

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Male, taught by Miss Montgomery, Mr. Burdick and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Geography.	Language.	Morals & Manners.	General Average.	Rank.
Edmonston, D.....	9.1	7.4	4.9	8.3	2.0	6.3	1
Young, H.....	7.5	7.0	5.4	8.7	2.5	6.2	2
Gompers, A.....	8.0	2.5	4.3	7.3	3.0	4.8	3
Dingman, S.....	6.0	3.8	1.0	7.9	3.0	4.3	4
Goldwater, B.....	3.9	6.2	5.1	6.6	...	4.3	4
Daly, T.....	1.0	3.0	1.0	8.0	2.0	3.0	5
*Zundt, E.....	...	...	...	...	...	...	.

* Absent.

Respectfully submitted,

F. G. S. SMITH,

EVA E. BUCKINGHAM,

Examiners.

INSTITUTION, JUNE 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Mixed, taught by Misses Montgomery, Smith, Berry, and Mr. Burdick.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Geography.	Language.	Manners and Morals.	General Average.	Rank.
Solomon, J.	6.9	7.7	7.0	9.8	10.0	8.3	1
Brewer, W.	6.6	4.6	4.7	9.5	8.0	6.7	2
Smith, S.	7.6	6.2	7.7	9.8	2.0	6.6	3
Bullis, L.	8.1	6.2	4.4	8.3	6.0	6.6	3
Branfuhr, M.	9.3	5.6	4.4	9.4	4.0	6.5	4
Narkir, G.	7.8	3.2	3.9	8.8	8.0	6.3	5
Pape, D.	8.1	4.8	4.5	10.0	2.0	5.9	6
Isbell, C.	4.1	6.9	4.7	8.9	2.0	5.3	7
Baschen, A.	3.4	7.8	5.5	7.7	2.0	5.3	7
Smith, E.	4.0	2.6	3.5	9.0	...	3.8	8
* Hartnett, D.	...	...	...	...	...	...	..

* Absent.

Respectfully submitted,

ROBERT D. HOYT,

PRUDENCE BURCHARD,

Examiners.

INSTITUTION, June 10, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade III., Oral, taught by Misses Smith, Berry and Buckingham.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Geography.	Manners & Morals.	General Average.	Rank.
Bucher, I.....	9.1	8.7	10.0	8.5	10.0	9.2	1
Freedman, S.....	7.7	10.0	9.7	8.9	6.5	8.5	2
Bonoff, A.....	7.9	7.3	9.8	6.9	8.0	7.9	3
Bredemeyer, K.....	7.4	8.4	8.9	5.7	8.0	7.7	4
Clark, W..... ...	8.7	8.2	8.0	6.7	7.0	7.7	4
Moriarty, J.....	8.5	7.6	8.1	4.5	5.0	6.7	5
Josephs, J.....	6.0	6.7	7.4	4.7	5.0	6.0	6
Schachter, J.....	8.0	6.5	8.0	5.8	2.0	6.0	6
De Rouville, C.....	8.0	5.9	8.3	2.0	4.0	5.6	7
Kalen, D.....	9.4	3.9	8.0	4.0	3.0	5.6	7
Howe, E.....	4.7	6.5	7.7	6.0	2.0	5.4	8
Meyer, C.....	7.0	3.9	6.6	4.8	2.0	4.8	9

Respectfully submitted,

IDA MONTGOMERY,

E. S. BURDICK,

Examiners.

INSTITUTION, June 9, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade Aural B, taught by Misses Smith, Caparn, Burchard and Buckingham.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Manners and Morals.	General Average.	Rank.
Taran, Benjamin.....	9.7	6.0	6.0	8.0	7.4	1
Anderson, Albert	7.0	4.8	4.0	10.0	6.4	2
Reauty, Louis.....	9.4	1.8	6.5	8.0	6.4	2
Rich, Ellis	...	0.7	3.0	...	1.9	3

Respectfully submitted,

MYRA L. BARRAGER,

AMELIA E. BERRY,

Examiners.

INSTITUTION, June 9, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade Aural A, taught by Mr. Hoyt, and Misses Hanmer, Buckingham and Barrager.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Geography.	Language.	History.	Manners & Morals.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.							
Fluhr, Frank.....	10.0		9.1	10.0	10.0	10.0	5.5	9.1	1
Wood, Elword.....	10.0		9.3	...	8.0	9.0	7.5	8.7	2
Ferdman, Sophia....	9.7		6.1	7.5	7.0	4.0	6.8	6.9	3
Tansley, John.....	10.0		6.2	...	9.5	2.0	7.0	6.3	4
Hoenack, Elsa.....	4.0		6.7	8.0	7.5	8.5	1.9	6.1	5
Nickerson, Thomas.	8.2		1.6	8.0	7.5	1.5	3.0	5.0	6

Respectfully submitted,

STELLA B. HANMER,

E. S. BURDICK,

Examiners.



INSTITUTION, June 8, 1898.

ENOCH HENRY CURRIER, M. A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade IV., Mixed, taught by Misses Berry, Montgomery and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Geography.	Manners & Morals.	General Average.	Rank.
	The Elements. Reading. Lip Reading.							
Biller, S.....	7.1		6.4	7.5	8.0	8.4	7.5	1
Magerski, E.....	7.8		4.7	9.0	8.0	5.5	7.0	2
Wahlstrom, O.....	7.4		3.5	7.0	9.2	6.5	6.7	3
Levin, M.....	5.1		3.9	8.0	8.0	7.3	6.5	4
Steinman, A.....	6.5		2.1	8.8	8.0	6.0	6.3	5
Schwartz, J.....	6.3		4.5	7.0	8.0	3.0	6.2	6
Wolfersteig, D.....	7.3		1.5	9.1	7.3	5.3	6.1	7
Sorenson, J.....	4.1		2.8	6.5	8.5	4.5	5.3	8
Johnston, R.....	8.3		2.2	6.0	7.7	2.0	5.2	9
Hutter, B.....	7.6		1.2	5.0	5.0	...	3.8	10

Respectfully submitted,

STELLA B. HANMER,

WM. G. JONES,

Examiners.

INSTITUTION, June 8, 1898.

ENOCH HENRY CURRIER, M. A., *Principal:*

DEAR SIR:—We herewith present our report of the examinations of Grade IV., Oral, taught by Misses Buckingham, Berry, Smith and Hanmer.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	Language.	Geography.	Manners & Morals.	Average.	Rank.
Simon, Harry.....	10.0	10.0	9.5	9.9	7.8	9.4	1
O'Donnell, J.....	9.9	9.5	9.4	8.8	7.8	9.1	2
Zwoffe, B.....	8.2	9.0	9.5	10.0	8.0	8.9	3
King, F.....	6.7	8.7	9.0	10.0	9.8	8.8	4
Cohen, S.....	9.8	4.5	9.7	9.9	8.0	8.4	5
Birck, V.....	10.0	8.5	9.6	7.9	5.5	8.3	6
Berg, E.....	7.3	9.6	7.0	9.4	7.5	8.2	7
Nimmo, F.....	8.2	7.8	7.0	8.2	7.0	7.6	8
Koplowitz, I.....	9.7	6.7	6.5	9.8	5.0	7.5	9
* Holmes, H.....	...	...	...	...	...	...	.
* Verhoeff, H.....	...	...	...	...	...	...	.

* Absent.

Respectfully submitted,

HARRIETT C. HALL,

WILLIAM G. JONES,

Examiners.

INSTITUTION, June 3, 1898.

ENOCH HENRY CURRIER, M.A., *Principal;*

DEAR SIR:—We herewith present our report of the examination of Grade V., Mixed, taught by Misses Hall, Burchard, Berry, and Mr. Jones.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Geography.	Arithmetic.	Manners & Morals.	Language.	Gen. Average.	Rank.
Elliott, Michael.....	7.3	9.0	7.4	8.0	9.2	8.2	1
Satow, Fred.....	9.3	10.0	5.7	5.7	9.0	8.0	2
Stamm, Joseph.....	9.0	10.0	4.6	6.5	9.4	7.9	3
Bohart, Fannie.....	9.0	10.0	5.2	5.0	9.2	7.7	4
Haischober, H.....	7.3	8.9	9.4	3.5	8.0	7.4	5
Heurewitz, David...	6.5	10.0	7.4	3.5	7.8	7.0	6
Moore, Annie.....	7.3	7.5	4.6	6.1	8.0	6.7	7
Rosenberg, Mali.....	9.1	10.0	5.3	2.0	6.6	6.6	8
Dick, George.....	...	10.0	5.3	3.8	5.0	4.8	9
Perry, Ethel.....	8.8	6.8	2.5	0.5	5.0	4.7	10
*Moran, Wm.....	...	...	...	...	...	...	.

* Absent.

Respectfully submitted,

STELLA B. HANMER,

ROBERT D. HOYT,

Examiners.

INSTITUTION, June 3, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade V., Oral, taught by Misses Hanmer, Berry, Hall, and Mr. Burdick.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Geography.	Arithmetic.	Manners & Morals.	Language.	Average.	Rank.
Tanzas, Mary.....	8.1	10.0	8.3	7.3	8.3	8.3	1
Henry, Nadine.....	9.8	6.8	8.0	5.5	9.3	7.9	2
Hefferman, Wm.....	7.3	8.9	7.0	7.0	8.3	7.7	3
Dyer, Samuel.....	9.8	7.5	10.0	3.5	7.0	7.5	4
Orman, Thomas.....	9.6	6.0	10.0	2.0	8.0	7.1	5
Lane, Wm.....	10.0	7.5	3.1	7.0	8.0	7.1	5
Callender, Mamie....	9.6	10.0	4.5	2.0	9.5	7.1	5
Doxsee, Georgiana....	9.7	5.3	4.8	7.3	7.4	6.9	6
Burdette, Grace.....	8.2	5.3	2.1	2.0	7.0	4.9	7

Respectfully submitted,

E. S. BURDICK,

F. G. S. SMITH,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

UNIFORM OF GIRLS.

INSTITUTION, June 9, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed, taught by Misses Caparn and Montgomery, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	U. S. History.	Geography.	Language.	Manners & Morals.	Average.	Rank.
	The Elements.	Reading. Lip Reading.							
Riecke, G.....	9.0		8.9	5.0	6.5	8.4	7.5	7.5	1
Heuser, L.....	7.8		8.3	3.5	7.0	7.6	6.3	6.7	2
Lynch, Wm.....	5.1		8.8	3.0	7.0	9.0	5.0	6.3	3
Hutchenreuter, H...	7.9		5.9	5.0	3.5	8.7	5.5	6.0	4
Goldstein, L.....	8.4		2.4	4.5	3.6	8.9	8.3	6.0	4
Little, A.....	7.3		2.2	3.5	5.0	9.5	7.0	5.7	5
Postlethwaite, W....	5.0		5.5	4.0	4.6	8.0	5.8	5.4	6
Hicks, J.....	5.5		0.7	6.5	5.0	8.7	5.5	5.3	7
Walker, L.....	6.4		3.0	3.0	4.3	7.1	3.5	4.3	8
* Barnett, C.....	...		...	...	...	...	...	...	.

*Absent.

Respectfully submitted,

STELLA B. HANMER,

FLORENCE G. S. SMITH,

Examiners.

INSTITUTION, June 9, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VI., Oral, taught by Misses Buckingham, Hall, Hanmer and Burchard.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	U. S. History.	Geography.	Language.	Morals & Manners.	General Average.	Rank.
Dornblut, L.....	10.0	9.9	9.5	10.0	9.9	10.0	9.8	1
Turner, L.....	6.9	9.0	8.0	6.4	9.3	8.7	8.0	2
Berger, Fred.....	6.8	8.7	8.4	6.0	9.1	8.8	7.9	3
Mason, Florence....	9.8	5.0	8.2	4.9	9.4	8.3	7.9	3
Patterson, Grace....	6.6	9.4	5.6	6.0	7.1	10.0	7.4	4
Berg, Adolph.....	8.6	2.1	9.0	7.0	7.1	10.0	7.3	5
Henderson, E.....	7.0	6.4	3.0	5.6	8.8	7.5	6.3	6
Hoffman, M.....	9.5	6.7	1.0	4.0	6.5	5.5	5.5	7

Respectfully submitted,

AMELIA E. BERRY,

ETHEL R. C. CAPARN,

Examiners.

INSTITUTION, June 9, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VII., Mixed, taught by Misses Buchard, Hall, and Caparn, and Mr. Jones.

NAME OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Arithmetic.	History.	Geography.	Language.	Manners & Morals.	General Average.	Rank.
Brewer, C.....	9.4	5.6	6.1	6.0	7.0	9.3	7.2	1
Hatowsky, L.....	7.8	6.1	8.7	6.7	5.0	8.5	7.1	2
Gaunt, C.....	5.1	8.1	5.6	8.0	6.5	5.0	6.4	3
Gaffney, J.....	2.1	4.8	8.0	7.0	7.0	5.8	5.8	4
Peters, M.....	6.4	5.6	1.0	3.0	5.0	5.7	4.4	5
Byron, F.....	6.1	1.0	4.0	5.8	6.0	2.5	4.2	6
Muller, C.....	7.5	3.0	0.5	1.0	4.0	2.2	3.0	7

Respectfully submitted,

IDA MONTGOMERY.

EVA E. BUCKINGHAM.

Examiners.

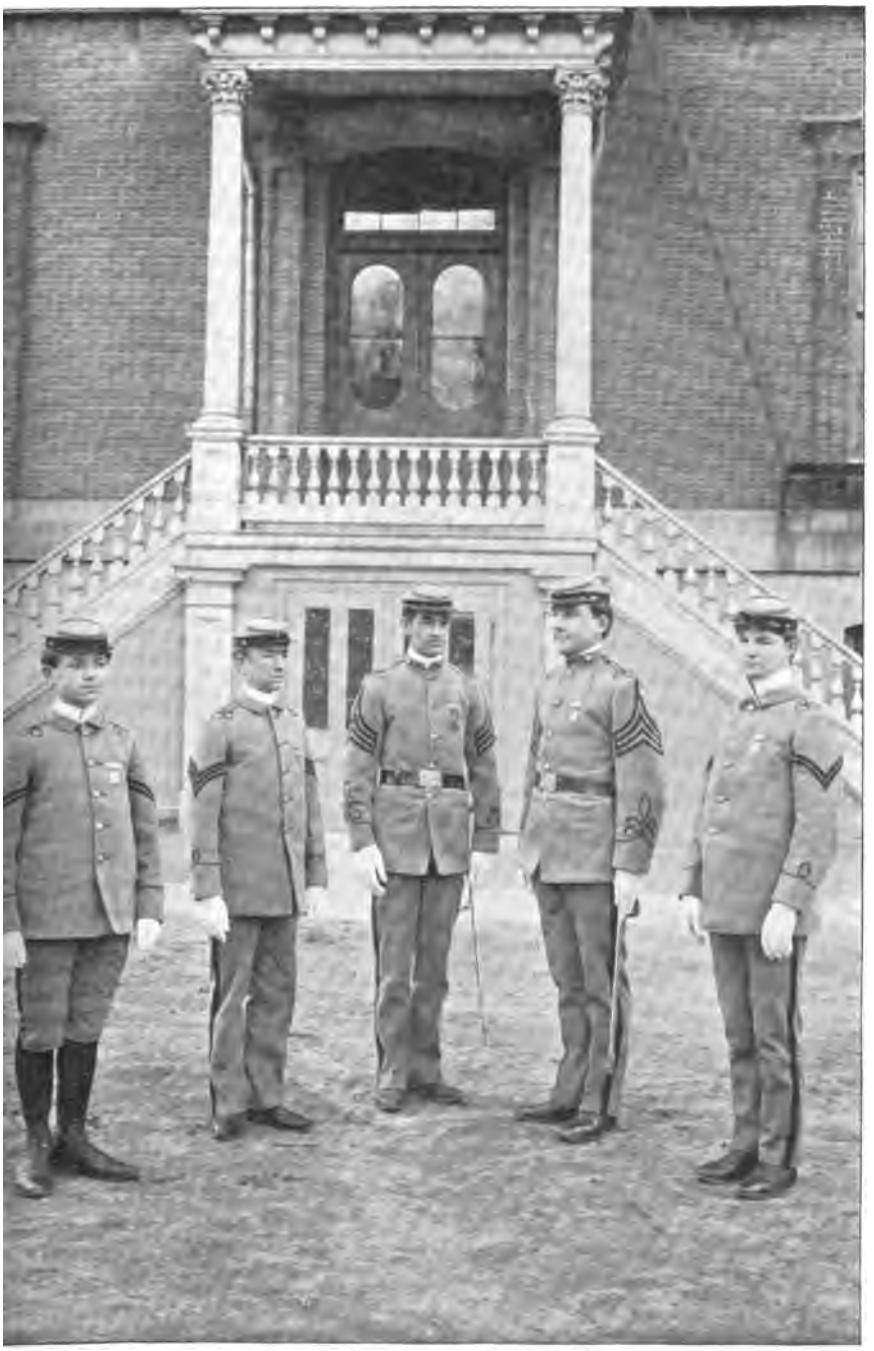
ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade VIII., Mixed, taught by Misses Montgomery, Buckingham, Burchard, and Mr. Hill.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Language.	Hygiene.	Arithmetic.	Natural History.	Manners & Morals.	Geography.	U. S. History.	General Average.	Rank.
Mishnun, R.	7.1	9.7	8.7	3.3	8.6	8.0	8.0	10.0	7.9	1
McBride, James	5.0	7.5	7.7	10.0	7.8	8.0	7.5	9.7	7.9	1
Ottmer, Kate	8.2	8.0	9.7	5.7	2.6	8 7	4.4	9.0	7.0	2
Ehrlich, Katie	4.9	9.0	9.9	6.3	5.0	7.9	3.3	10.0	7.0	2
Morrison, Matthew	3.7	9.9	6.5	10.0	1.3	8.5	5.9	10.0	7.0	2
Hannon, Stephen	7.7	8.0	6.2	4.7	0.7	7.2	4.0	10.0	6.0	3
Gibbs, Maude	7.5	6.5	6.9	2.2	5.1	4.3	5.0	8.0	5.7	4
Belch, James	2.2	5.0	7.6	6.8	3.5	2.5	1.8	8.2	4.7	5

Respectfully submitted,

BESSIE L. NIXON,
ETHEL R. C. CAPARN,
Examiners.



WINNERS OF THE ARCHIBALD D. RUSSELL GOLD MEDALS.

INSTITUTION, June 2, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of Grade IX., Male, taught by Miss Hall, Messrs. Hoyt, Hill, Burdick and Jones.

NAMES OF PUPILS.	SPEECH.		Hygiene.	Arithmetic.	Government.	Morals & Manners.	Language.	General Average.	Rank.
	The Elements.	Reading. Lip Reading.							
Moeslein, E.....	9.6		8.4	6.3	8.5	9.8	6.5	8.2	1
Bachman, F.....	8.0		5.2	8.5	3.7	8.3	9.0	7.1	2
Levy, J.....	6.7		5.3	4.4	7.1	8.6	10.0	7.0	3
Suk, A.....	8.8		6.0	2.7	7.1	8.0	6.0	6.4	4
Elflein, J.....	2.6		8.4	6.9	6.8	5.7	6.3	6.1	5
Ellis, E.....	8.7		4.5	7.0	2.9	8.7	5.0	6.1	5
Anderson, R.....	4.8		3.1	7.8	5.0	6.5	7.0	5.7	6
Reiff, A.....	6.9		3.7	4.5	5.5	8.7	5.0	5.7	6
Avens, J.....	6.7		3.7	7.2	1.5	6.4	7.5	5.5	7
Heerdt, H.....	4.8		4.7	5.6	4.4	8.0	5.0	5.4	8
Muench, H.....	8.6		3.2	1.3	4.2	5.6	4.0	4.5	9

Respectfully submitted,

EVA E. BUCKINGHAM,

PRUDENCE BURCHARD,

Examiners.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of the Junior Academic Grade, for the term including January–May, 1898.

NAMES OF PUPILS.	SPEECH. The Elements. Reading. Lip Reading.	Eng. Composition.	Literature.	English History.	Arithmetic.	Nat. Philosophy.	Morals & Manners.	Average.	Rank.
Renner, William	9.8	10.0	10.0	9.7	8.6	9.5	10.0	9.5	1
Turner, Gertrude	8.5	9.8	9.2	9.8	7.5	9.7	9.0	9.2	2
Stern, Alfred	9.9	9.9	8.8	9.6	7.5	7.7	9.5	9.0	3
Elsworth, Kate	9.3	7.5	8.5	8.7	7.0	8.0	9.8	8.4	4
Konkel, William	9.4	9.0	7.1	8.6	5.5	2.2	9.2	7.3	5
Brown, William	9.2	7.0	...	...	4.0	...	7.0	6.8	6
Peck, Daisy	9.6	8.5	4.5	0.5	6.0	8.0	9.7	6.6	7
Burch, Louis F	8.5	8.0	5.5	5.0	2.0	3.0	7.4	5.6	8
*Landre, Herman	...	...	...	...	...	...	...	...	.

*Absent on account of illness.

Respectfully submitted,

HARRIETT C. HALL,
THOMAS F. FOX,
Examiners.

INSTITUTION, June 1, 1898.

ENOCH HENRY CURRIER, M.A., *Principal:*

DEAR SIR:—We herewith present our report of the examination of the Academic Grade for the term including January to May, 1898.

NAMES OF PUPILS.	SPEECH.		English Grammar.	English History.	Latin.	Arithmetic.	U. S. Gov't.	General Average.	Relative Rank.
	The Elements.	Reading. Lip Reading.							
McPhail, Annie L. . .	9.0		9.5	9.9	9.5	9.0	10.0	9.5	1
Mayer, Emil.	7.2		7.5	8.5	9.4	9.0	10.0	8.7	2
Keiser, John H.	9.9		8.5	9.5	9.4	3.0	10.0	8.4	3
Smith, Lydia.	9.2		6.5	9.2	8.0	8.0	7.7	8.1	4
Cohen, Louis.	9.9		7.5	9.0	8.0	7.8	7.0	8.0	5
Anderson, Elizabeth.	7.5		7.0	8.0	8.5	7.0	8.7	7.8	6
Judge, Alice E.	8.9		7.0	9.5	7.5	3.5	7.7	7.3	7
Rappholdt, Edward. .	9.9		5.5	7.5	7.1	4.0	8.0	7.0	8

Respectfully submitted,

HARRIETT C. HALL,

THOMAS F. FOX,

Examiners.

287 FOURTH AVENUE, NEW YORK, June 13, 1898.

ENOCH HENRY CURRIER, ESQ., *Principal of the New York Institution for the Instruction of the Deaf and Dumb.*

DEAR SIR:—It was with the greatest interest that I examined the art work executed by the pupils of the Institution, under the successful direction of Miss Le Prince.

I naturally felt some enthusiasm in looking over the naive little illustrations of "Hiawatha," which showed a marked decorative quality, and astonishing when you realize that they were executed by so young children.

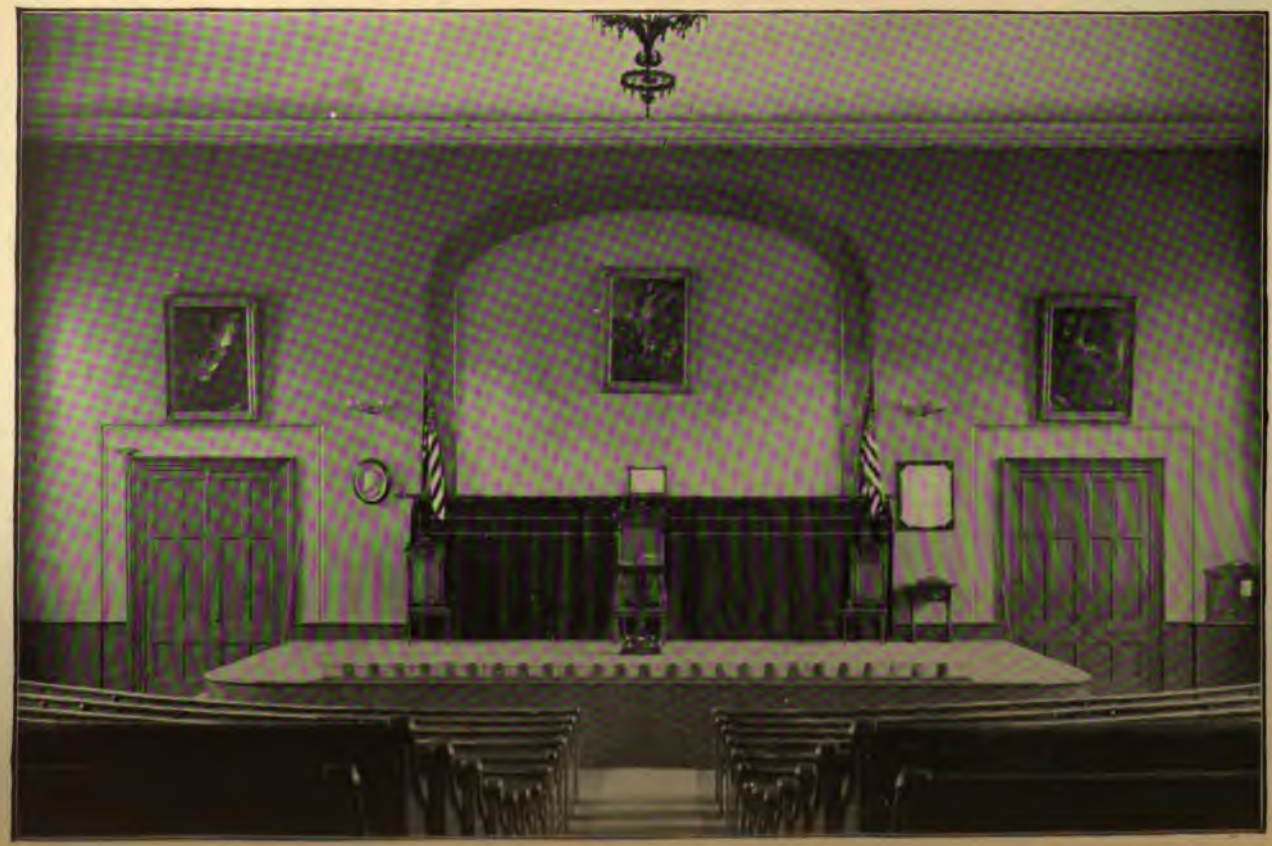
The work of the older pupils in drawing from life, cast work, study of plants and flowers, to apply in design, is exceedingly praiseworthy, and, in some cases, deserving of special attention.

This is particularly the case in the class of twenty, where, as I understand it, the object is to make them into artisans who will show freedom of expression and enthusiasm in their work.

To resume, I would say that, in my opinion, the art instruction in the Institution is conducted on exceedingly practical and intelligent lines, and should certainly produce very encouraging results.

Respectfully submitted,

T. DE THULSTRUP.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE BACCALAUREATE SERMON.

On Sunday afternoon, June 12th, at three o'clock, a large audience was present within the chapel when the Rev. A. E. Barnett delivered the Baccalaureate Sermon to the graduating class, speaking as follows :—

ST. JOHN 9 : 4—"I must work the works of Him that sent me, while it is day; the night cometh when no man can work."

A blind man! Could there be a more pathetic sight? Yes. A man blind and deaf would be worse. A man blind and deaf and dumb, worse still. Let us be just to facts and cognisant of the law of compensation.

"As Jesus passed by he saw." It is a great thing to see. If one's eyes are open, how much there is to see. What is seen, depends somewhat upon the character of the beholder. Some men see only the grand, the majestic, the pure, the holy. Others see only the weak, the petty, the ugly, the wrong. Christ saw both. The clod and the star; the sparrow and the many mansions; Simeon the saint and Magdalen the sinner; legions of angels ready to rush to His defence; and the blind supplicant by the wayside. Through Eye-Gate pressed multitudes of facts, events and personalities, to find ample accommodation within the capacious chambers of His mighty soul.

"As He passed by He saw a man blind from his birth." That was enough to bring the procession to a halt. He whom Cæsar's army could not impede, was brought to an immediate standstill by the leper, whose husky voice had for years warned off his fellows by the ominous note, "Unclean, unclean;" by the curious Zaccheus whose determination in climbing the sycamore tree was rewarded by the startling announcement, "To-day I must abide at thy house;" by the funeral procession at Nain with the mother following her son, who at His bidding leaps back to the arms of maternal love; by this poor, abject blind man, through whose faulty optics, the sunlight carrying entrancing visions of beauty had never streamed.

"Why should this man be blind?" "Why should God have permitted him to be born wanting sight?" It is the old, old question. Asked in the Drama of Job. Asked by patriarch and prophet. Asked by the disciples. Asked by ourselves.

The question as put to Christ contains the popular answer. "Why, of course," said the philosophers, and their philosophy percolated down to the crowd, coloring their thinking, "either his father or mother committed some crime, and God is paying it back by depriving their child of sight; or, God foresaw that their offspring would commit some sin and sent the penalty in advance."

Now, we firmly believe in heredity. Undoubtedly the sins of the fathers are visited upon the children even to the third and fourth generations. To deny it would involve rejection, not only of Biblical teaching, but of the best results of 19th century discovery. But the doctrine of heredity is not the complete explanation of the frightful disabilities, the distressing woes, and the unutterably severe privations which are suffered by the human race. Christ, in one of those magical strokes with which his teaching abounds, takes the seal from the mystery, and establishes the truth that some things exist which cannot be put to the account of an erring parent, nor be traced to the evil conduct of the sinner himself, but are permitted by God in order that His power, wisdom and love, may be worthily and effectively displayed.

Unthinking, shallow men, described by Browning as those "who would cram inside their finite, God's infinitude," have regarded this as monstrous teaching, inducing atheism, inviting slander on the rectitude of Divine justice, and the sincerity of eternal love. But, if it be granted that this life does not end all, that it is the vestibule of a higher, fuller, nobler existence beyond, is it going too far to suppose that the deprivations, disadvantages, and disabilities of the present, may serve not only God's purposes here (and what greater honor than to be accounted worthy of this!), but may conduct to grander distinction, keener enjoyment, intenser happiness, hereafter, than could have been otherwise attained?

It was on this platform at the Commencement Exercises of 1893 that Helen Keller said through her interpreter, "I remember how dark and still and gloomy my little life was until my teacher came and gave me this wonderful key of language, and since then my life has been brimful of light and gladness." And for this blind man, when once he saw, that dusty roadside of Palestine possessed finer charms and more gorgeous delights than for the disciples who had looked upon it since their boyhood days. Perhaps, if we knew all, our envy would outpace our pity when we stand in the presence of the blind, the deaf and dumb. If you would discover the pet in any home, ask to see the sickly boy, or the crippled girl. Shall God be less pitiful of weakness or mindful of infirmity than father or mother of clay?

But such a scene as this before us presented an opportunity to Christ for something more than philosophising. The Greek schoolman would have been satisfied to find in this blind man data to prop a theory, to point a moral or to adorn a tale. A proud, unbending Roman, would not have turned his head, much less reined in his steed. The scrupulous priest would have hurried by, leaving the case to the tender mercies of the Levite, who would have argued that as the Temple Service was of infinitely more importance to his ecclesiastical superior than stopping to speak a cheery word to the blind, so forsooth it must be to him. Our devotion is intense when beggary appeals, or affliction clamors to be noticed! But our Lord would have turned his eye from Herod's chariot to gaze upon these sightless eyeballs. He would rather be enthroned in this poor man's affection than in the royal city of Herod's master. Accepting this as a chance to do good, touched by pity to the core of his heart for the miserable object before him, recognising that the blindness of the man had been permitted that he might show to the world that even blindness had its conqueror, and that no opportunity to bless mankind should be ever allowed to pass, he exclaims to his disciples:

"I must work the works of Him that sent me, while it is day, the night cometh when no man can work."

I. The guiding principle of Jesus Christ's life is here set forth. "I must work." At the age of twelve we hear him saying to his mother, who had probably expostulated with him for leaving her, in order to argue with the doctors in the Temple, "Wist ye not that I must be about my Father's business?" At thirty-three he was able to say what men who have lived twice and thrice as long could not say, "I have finished the work which thou gavest me to do." He early realised that he was sent into this world to accomplish a definite work. He knew that the work was given to Him by God. He devoted Himself to it with an abandonment that knew no reserve. He made it His work because it was God's work. The strong, deep undercurrent of His life was expressed when he said, "I must work the works of Him that sent me."

Every great life has had the same basic principle. "The latest Gospel," says Thomas Carlyle, "is know thy work and do it. Blessed is he who has found his work; let him ask no other blessedness. He has a work; a life purpose; he has found it and will follow it."

I can conceive of no happier thing than for a man to realise the truth that God has sent him into the world to fill a certain place and do a certain work. And yet how few are able to say, "For this cause came I into the world."

There is a vessel putting out to sea! Put your lips to the megaphone and ask "Whither bound?" Suppose the answer should come back, "Nowhere!" The Empire State Express is slowly steaming out of the Grand Central Station. Shout to the Engineer, "Whither bound?" Suppose he should say, "Nowhere!" And yet millions are living like that; living, but to no high purpose, with no strenuous aim or compelling motive.

Would you find the secret of every great and true life? Here it is. Abraham was called to a special work. He followed the star, and his seed is as numberless as the sands of the sea. Moses heard the Divine call. He became the leader and legislator of Israel. The angels dug his grave. Paul was not disobedient to the heavenly vision. William, Prince of Orange, believed that man was immortal until his work was done. Oliver Cromwell was convinced that God had decreed that he should be the Protector of England's liberty.

Columbus found an incentive to heroic achievement in the same conviction.

The magnificent life of General Gordon was built on this same sure foundation.

And England's greatest statesman, William Ewart Gladstone, from the beginning to the close of his brilliant life, was nerved to live, and patient to suffer, because he knew God had placed him where and had made him what he was.

Believe it, every star in the firmament above, every plant in the earth below, every created object, from the mote that floats in the sunbeam to the glistening archangel that serves next the throne, has a place and a purpose in the plan of the Creator.

Many before me to-day are going out into the world and naturally desire to succeed. There could be no surer guarantee of earthly success for those who go or stay, than the adoption of my text as a motto. There could be no surer road to self-improvement than the splendid determination, "I must work." That has been the motto of the marksman who, with a single shot, scatters into debris the masonry of a century's growth; of the general who, with a mastery of tactics, deploys before the enemy and advances to certain victory: of the painter who, standing before the great masterpiece, feels the first throb of genius, and exclaims, "I, too, am an artist;" of the reformer who, by relentless stroke, brings down the deadly upas tree of evil, and clears the space of harmful roots, to encourage a fairer growth.

The men and women who have said "I must work," have built Pyramids, crossed Alps, turned Euphrates from its course, braved



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Trades Schools. Greenhouses.

icebergs, polar snows, and tropical forests, written books and oratorios, freed slaves, sweetened prisons, liberated states, and led to nobleness the minds of men.

Make "I must work" your great resolve, and you shall swim the dark waters of trouble, climb the highest hills of difficulty, bore through brazen mountains of opposition, hew down forests of adverse agencies, roll back tides that make against, breast the cold glaciers of disappointment, tread upon the hot ashes of persecution, and shall urge your onward and upward way, with tattered garments and bleeding limbs, through every tangled jungle of perplexity, flinging back into the teeth of a deriding world the scorn of one who feels he has subdued, and go rejoicing in your might, until you have planted the streaming banner upon the highest pinnacle of your ambition, and proved to the world at large that anything is possible to him who will have it so.

I am glad that in this noble institution you are taught the dignity of labor and the worth of toil. In your carpentering, gardening, printing, cooking, dressmaking, tailoring, house painting, as well as in your general studies, you are learning the invaluable lesson that there is no shame in earning your own bread, and are being fitted to join the ranks of the workers—the chivalrous knights of the world.

"In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle,
Be a hero in the strife."

II. There was a singular concentration in Christ's life, which we should emulate.

"I must work the works of Him that sent me."

He refers to the distinctive works, which he purposely came to do, works which, in their redemptive aspect, can not be duplicated or repeated. Those works were foretold by prophets, patriarchs and singers. The seed which should bruise the serpent's head. The Messenger which should suddenly appear in the Temple. The Shepherd which should be smitten for the sheep. The Redeemer who should shed His blood for the world. The great Light which should arise for the illumination of the Gentiles. The works were begun in Bethlehem, continued at Nazareth, amazed the masses of Galilee, attracted mothers from Tyre and Greeks from afar, took on a tragic aspect at Jerusalem, drew forth his blood in Gethsemane and on Calvary, and culminated on Olivet, where, with hands extended over His disciples in blessing, He gave them their Great

Commission, and promised them His presence until the end of the age.

In that specific work, we cannot participate. On the Cross, he said, "It is finished;" and before he arrived at the Cross, he exclaimed, "I have finished the work Thou gavest me to do." But in a modified sense, we may and ought to say, "I must work the works of Him that sent me." This will prevent absorption in temporal affairs, attainment of knowledge for its own end, abandonment to the distracting and pressing claims of worldly pleasure.

"I must work"—not the works which would ensure me wide notoriety, undying fame, unbroken leisure, colossal fortune, troops of friends—but the works of Him that sent me.

This means the perfecting of character.

"Be ye perfect, even as your father in Heaven is perfect."

Perfection of character can only be attained by acceptance of Christ as our Saviour, and permitting him to reign in the heart.

By fervent prayer, devout study of His word, constant watchfulness, hearty obedience of His commands, we may hope to "grow in grace and in the knowledge of our Lord and Saviour Jesus Christ." "Work out your own salvation—when once the Holy Spirit has entirely cleansed you—with fear and trembling."

It means living to make the world brighter, happier and purer. If you cannot speak a word or preach a sermon, you may be able, by imitating Christ, to cast a few sand grains into the scale of the world's happiness. Aim, I pray you, to leave the world a little nearer God than you found it. Hear in your heart the wail of its misery. Speak by your sympathy an opulent word into the ear of its poverty. Stretch out a hand of power to rescue it from its muddy depths. Live to lift it to the serene and balmy heights of righteousness.

> "Be good, and let who will be clever;
> Do noble deeds, not dream them all day long;
> And so make life, death, and the vast forever
> One grand, sweet song."

It means doing the ordinary, commonplace things of life for the glory of God.

"Whether ye eat or drink, or whatsoever ye do, do all to the glory of God."

We were delighted the other day at the safe arrival at Key West of the "Oregon," after her great and unparalleled trip of 17,000 miles. We praised her gallant captain and crew. Her builder has been summoned to St. Petersburg by the Czar, who will doubtless place with him an order for several Oregons. But while we are extolling

these, let us not forget the men who hammered the plates, drove the rivets, set the boilers, nailed the planks, and put so much conscience into their work that when the strain upon the good ship came, she was more than equal to it, and arrived at her destination simply to get coal and provisions, before hunting down the Spaniard. Do your work in a devotional spirit. Study, play, dig, bake, print, sew, eat, drink, live, die, seeking God's approbation and basking in His smile. Robert Browning teaches us to be satisfied with the present duty in his poem, "The Boy and the Angel." The boy Theocrite in doing his daily work cheerfully and well is pleasing and praising God. But the thought comes to the boy that he would like to praise God in some great way. His wish is granted, and he is lifted to what the world calls a higher sphere. The angel Gabriel is represented as taking the place and doing the work of the boy.

"And morning, evening, noon and night,
Praised God in place of Theocrite.

* * * * * * *

He to the poor trade has turned,
By which the daily meal was earned.

* * * * * * *

And ever o'er the trade he bent,
And ever lived on earth content.
He did God's will; to him all one
If on the earth or on the sun."

It means happiness here, and reward hereafter.

Of neither can anybody cheat you. These results are linked to obedience as firmly as the tide is linked to the moon, the moon to the earth, the earth to the sun, the sun to God.

"The path of the just is as the shining light, that shineth more and more unto the perfect day.

"If any man's work abide, he shall receive a reward.

"Therefore be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labor is not in vain in the Lord."

III. Christ's incentive to work is also ours.

"The night cometh when no man can work." He knew he would be here for a limited time only. The shadow of Calvary's night stretched even to Bethlehem. In that shadow he lived for three and thirty years. He often attempted to give the disciples a glimpse of it, but they put it away from them. "Be it far from thee, Lord," was their reply to His frequent reference to it. They might loiter, not

He. They might say, "Send her away," not He. They might sleep, not He. The night was coming. He knew it. They did not.

How many forget the limits of the day! How few remember that—

"Day is a snow-white dove of heaven,
That from the East glad message brings:
Night is a stealthy, evil raven,
Wrapt to the eyes in his black wings."

The duties of childhood's dawn are postponed to the morning of youth; the obligations of the morning are passed on to the meridian of maturity; the demands of the noon are deferred to the evening of declining powers, and then—the night.

We live as if we could be prodigal of priceless time; we are spendthrifts of the golden moments. Hence, the repinings, the self-accusations, the bitterness of an old age will be surely ours, if the Day of Life be not improved to the uttermost.

My dear young friends, so live that you can welcome the night.

O Radiant Dark! O darkly fostered ray!
Thou hast a joy too deep for shallow Day.
"O holy night! From thee I learn to bear
What man has borne before!
Thou layest thy finger on the lips of Care,
And they complain no more."

Welcome it as Christ did. "It is finished."

Welcome it as Stephen did. "Into Thy hands I commend my spirit."

Welcome it as Paul did. "I have a desire to depart."

Welcome it as John did. "Even so, come Lord Jesus."

Welcome it as Gladstone did. "Our Father, Amen."

Welcome it, for it ushers in a new day in the land where they need no candle, neither light of the sun, for the Lord God is the Light thereof.

"So live, that when thy summons comes to join
The innumerable caravan which moves
To that mysterious realm where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry slave at night,
Scourged, to his dungeon; but sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE RANGE OF GREENHOUSES.

PLANTING THE IVY.

The planting of the ivy by the graduating class took place on the evening of Tuesday, June 14th, in the presence of a large assembly gathered near the School building. Following is the—

Ivy Oration.

By Emil Mayer.

Mr. Principal, Fellow Members of the Graduating Class:—We are gathered at this spot where has been planted the class ivy. We adopt the young plant in its new position, expressing the hope that it will grow and spread to beautify these grand old walls. We ourselves are about to undergo a sort of transplanting—to enter upon another growth in the outside world. It is my sincere hope that each and all of us will do our best to succeed.

The road before us will, perhaps, be a very rough and trying one. We must not always expect a smooth road on which to travel. With patient toil and industry, we are sure to make our way "Onward over all obstacles." "By industry we thrive" is an old saying, and as long as we follow it, we are sure to find that it is true.

After having been together for so many years at school, it is hard to part, and to leave our *Alma Mater*. But as part we must, let it be with good wishes for our school, for our Principal, teachers, and officers, and with a determination to succeed in life.

ANNUAL COMMENCEMENT.

On the afternoon of Wednesday, June 15th, the Exercises attending the Eightieth Commencement of the Institution, were held in the chapel. The following was the order of the—

PROGRAMME.

I. PRAYER. REV. DR BLISS.

II. ADDRESS BY THE VICE-PRESIDENT, REV. CHARLES A. STODDARD, D.D.

III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.

1. "O, Mother Dear Jerusalem," in concerted signs with vocal accompaniment.
2. Illustrations of Art Instruction, with Primary Art Classes.
3. Salutatory Address, with on Essay "The Advantages of Education," by Eugene V. Moeslein.
4. Essay—"The Bridges of a Great City," by Joshua Levy.
5. Kindergarten Work with the Deaf.
6. Intermediate Art Work.
7. "Lead, Kindly Light," in concerted signs.
8. Illustration of the Manual of Arms.
9. "Essay—American Patriotism," by Emil Mayer.
10. Essay—"The Star Spangled Banner," by Alice Judge.
11. Exercises by the deaf and blind boy, Orris Benson.
12. Illustration of the Gymnasium.
13. "Now the Day is Over," recited in signs with vocal accompaniment.
14. Eassy—"Patience," with Valedictory Address, by Elizabeth M. Anderson.

IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION.

V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

VI. "America," recited in signs, with musical and vocal accompaniment.

VII. BENEDICTION. REV. A. E. BARNETT.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

The essays and addresses, delivered by members of the graduating class, are appended.

Salutatory Address, with Essay on The Advantages of Education.

By Eugene V. Moeslein.

Ladies and Gentlemen:—In behalf of the Class of '98, let me greet you with a few words of welcome. Another year has rolled around and we are gathered together to witness the closing exercises of this school. It seems to us that the end has come too soon, although we have progressed in our work day by day, and profited from our instruction.

I hope that you will find the exercises to-day interesting. We who have finished our course, so far as time has allowed, feel very grateful to our Principal and teachers, for their efforts to help our progress in the way of learning. I will only add that it is our sincere hope that we who are to leave our *Alma Mater* this day, may do as well, and even better, in the outside world than we have hitherto done here during our youthful days, and that the institution itself will maintain and add to its past glory and renown as a seat of learning for the deaf. We shall earnestly strive to succeed in life and become useful citizens, and thus repay the institution, its Directors and Principal.

Advantages of Education.

Education is the formation of manners and characters. If the deaf did not have the advantage of a good education at school, they would have no character, and would not be able to improve their condition.

Parents or relatives of deaf children send them to school for the training they must receive while they are quite young. It is best for them to begin their training at school early. All of us have had the advantage of mental acquirements in the class room, and in the trade schools. Coming here small children and knowing nothing, most of us leave prepared to profit from the careful instruction we have received.

If the deaf did not go to school for an education, they could not hope to succeed in the struggle of life. But it must be said that with some of us who came to school, the teachers are often not able to help to improve, because we do not give the necessary attention. The result is failure in school, and in after life.

I never like to have the deaf work at street cleaning, or sweeping,

because then the people think that they cannot improve from education. The life of President Lincoln, when he was at school, points out to us what continued effort will do. When he was a very little boy, he read many books, but did not understand them all. He tried again and again. Finally one day some of the settlers built a new school house for those who had no education, and would accept the chance to study and read. Lincoln went there and he studied very hard. When he first went, he desired to have more education than the teachers could give. He saw that in his education he would need to have more books, and so he left and borrowed books and studied alone. When he became President of the United States, he endeavored to help the colored people. He did not like to leave them ignorant and without education. God always helps the righteous to save the ignorant from darkness. To-day many of the colored people are highly educated. But the condition of the uneducated deaf as compared with the educated probably offers the best evidence of the advantage of education that can be presented.

The Bridges of a Great City.

By Joshua Levy.

Bridges are very ordinary and yet important structures. Their value as a means of connecting places is recognized beyond dispute. Many years ago there were very few bridges and they were chiefly constructed of wood. They did not interest people very greatly. Now this has been all changed, we have some of the most beautiful bridges ever constructed. They cross rivers, streams and gorges and are of such massive construction as to fill us with wonder.

In the City of New York there are a number of bridges—some of which have world wide reputations. One of the most striking bridges in a constructive sense is that spanning the East River between New York and Brooklyn. Requiring fourteen years to complete it, and costing about $15,000,000, it represents double the amount of the entire annual cost of carrying on the American Government during Washington's Presidency. It extends for over a mile in length, and the beholder wonders how the span remains so firm and strong. It was thought that the bridge would become weak on account of the extra weight of the trolley cars, but it seems that the bridge is much stronger now than before. Extra cables have been placed upon it, and there has also been some new iron work put up.

A work of engineering art, the structure is magnificent. The roadway is suspended by four steel wire cables, each more than a foot



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

diameter, stretched from towers nearly 300 feet high, and the bridge is divided into five avenues.

When taken as a whole it forms a monument of American engineering skill, and is the greatest work of its kind in the world. It was begun by John A. Roebling, the inventor of the wire suspension bridge, and the builder of the famous railroad bridge at Niagara, and of the great suspension bridge across the Ohio at Cincinnati. Mr. Roebling only lived to complete the plan of the Brooklyn Bridge, when he then died, but he was succeeded by his son, William A. Roebling, who took up the work and completed it.

The most beautiful scenery about Washington Heights is to be found near the Washington Bridge, and its big neighbor at High Bridge. Here nature has been very liberal, and to nature's works man has added his artistic powers. Both these bridges possess architectural beauty.

There is another bridge now under way, and it is expected it will be completed very soon. It will be the second bridge between New York and Brooklyn, over the East River. Then there is the Manhattan Elevated Railroad bridge which will be opened on July 1st, 1898; the span at Third Avenue; the MacComb's Dam Bridge; and the bridge over the ship canal at Kings Bridge. Most important of all will be the great Hudson River Bridge, that will be built to accommodate the railroad traffic centering in New York from the South and West. It is thought that this bridge may span the river nearly opposite the school, which would not only add much to the beauty of the scenery, but be of immense value as a means of communication and to the commercial importance of the city.

American Patriotism.

By Emil Mayer.

Patriotism, as I regard it, is one of the chief factors of human affairs. Without patriotism, as without loyalty, our flag would not be half so secure as it is to-day, or as it has been during the past century. Without patriotism and loyalty, the United States would not exist as a great and powerful nation.

In order that a nation may maintain liberty and power, its citizens must be patriotic and loyal to its government, to itself, and, above all things else, loyal to God. There is probably no other nation on the face of the earth where patriotism, or love of country, is more highly and strongly developed, or so widely spread, as among American people. We can say this truthfully and honestly. Freedom begets love of country and instils the desire to preserve it. Without it the stars on the "Starry Flower of Liberty" would cease to shine.

The flag itself, the symbol of our land, would not be secured. The Roman Empire declined and finally went out of existence, because its people lacked patriotism, prudence and virtue The civilized nations of Europe, whom we term "the Powers," would not check the Turks from butchering the poor Armenians, not only because they were afraid of each other, but because they do not love and honor human liberty.

The American people are so liberty-loving that they will not bear to see any European power lay a finger on those who seek liberty. An example of American patriotism was demonstrated when we warned England to let Venezuela alone. I do hope that when the Spaniards are driven out of Cuba, and that beautiful island is no longer under the Spanish yoke, the great deed we shall have done for the welfare of humanity will teach the Powers how to love and respect liberty.

Driving the Spaniards out of Cuba is a beautiful example of American love for justice and liberty, and the alacrity with which her sons voluntarily respond to her calls for troops is the strongest possible evidence of true patriotism. It is the answer to the common European impression that money is the golden calf before which we are always bowing down.

The Star Spangled Banner

By Alice E. Judge.

The spirit of our National anthem pervades the land. We can see it in the innumerable banners that decorate our homes, in the ornaments on coat lapels, in the feverish anxiety with which we await news of hostilities from the theatre of action.

To-day reading the great poem, we can appreciate the force, the strength and beauty of the hymn, at their full value. We can picture the heart-throbbings the poet portrays in his glorious verse. We can see him, a captive, careless of his fate, yet watching to find the "Star Spangled Banner" in its accustomed place. Peering through the dawn's uncertain light from his prison berth, we can feel with what anxiety he scanned the rampart heights for a glimpse of the "broad stripes and bright stars." And the happiness felt to find the flag which still—

"Over the ramparts we watched were so gallantly streaming."

Of the flag itself, we are beginning to see what a beautiful one it is not only its colors, but in another sense. Its form, its arrangements its stars and stripes, and their arrangement, each has a distinct meaning. These, read as a whole, tell a nation's story. It is a story of liberty and justice.

And at this same time when it floats over foreign soil, and has taken the place of the banner of a proud nation, we can feel the thrill, not merely of pride, but of honest satisfaction in uttering the words—

> "And where is that band who so vauntingly swore
> That the havoc of war and the battle's confusion
> A home and a country should leave us no more."

True, it is not right to vaunt over our enemies, especially when they are all but conquered. At the same time we all feel that our cause is one of justice and right. It is for the sake of humanity that we have taken up arms. We have not sought the present war, but now that is a reality, surely there is not one of us who, possessing the least spark of patriotism, but must feel :—

> "Then conquer we must, when our cause it is just;
> And this be our motto, 'In God is our Trust;'
> And the Star-spangled banner in triumph shall wave
> O'er the land of the free and home of the brave."

Essay on Patience, with Valedictory Address.

By Elizabeth M. Anderson.

Patience is the possession of the element perseverance, more than anything else. It is the power of suffering without murmuring. It is the quality of bearing offense and injuries without anger or resentment. One who is patient enough to work and suffer, will gain success in whatsoever he undertakes.

During the Revolutionary War, our forefathers fought against great odds to protect their homes from harm. This proved their love of country. Finally they were successful, for with patience they suffered and did not lose heart. A stout heart in adversity is one sure sign of patience.

When Lincoln was President, people in England mocked him because of his homely appearance, but he was a man of patience. He thought only of the good he might accomplish, and did not worry about what people might say of him. When he died, he was mourned by the whole world.

Many young deaf children do not understand how to read books. Language is hard for them to master. It is a work of years. They require great patience to learn to read, and long practice and study to learn to write the English language. Our Saviour suffered much, but he was patient for our sakes. If he had not shown patience for us, we would have more trouble than we have now. We should follow his example.

When little deaf children come here to school, they do not know the name of anything, but they are taught by the teachers, slowly, yet surely. The work of a school like this exemplifies the beautiful result of patience, untiring zeal, and unflinching effort.

Valedictory Address.

To the Members of the Board of Directors:—We can hardly find words to express our feelings to you for your kindness toward us while we have been here at school. You have made the school prosperous, have increased the advantages which the Institution offers to its pupils, and have shown the great and unflagging interest you have in the pupils, and their progress. We will not forget you, nor the good you have done for us. I bid you farewell.

To our Beloved Principal:—The Class of '98 expresses its sincerest thanks to you for your patient efforts in our behalf. You have shown zeal, devotion and affection, in preparing us for the new sphere of existence we are about to enter. In leaving, we shall not forget you, your wise instruction, kind advice and sage counsel. We bid you an affectionate farewell.

To the Teachers and Officers:—You have done much for us in the past. We no longer can expect to depend upon you for help in our trials and worries. We shall miss you, and, in departing, wish to express our gratitude to you for the many ways in which you have acted as our good guides and friends. Good-Bye.

Graduating Classmates, Schoolmates:—The time for the final good-byes is at hand. We are naturally sorry to leave Fanwood, for here we have passed many pleasant hours; it has been our second home, and one full of fond memories. As we enter the world, let us try to succeed in whatever lines of usefulness our lives may be cast. In this way, can we make some return for the education we have received. Farewell.

At the conclusion of the literary exercises, the certificates, diplomas and prizes, were awarded in accordance with the following resolutions of the Board of Directors, passed June 15th, 1898:

Preamble and Resolutions.

Whereas, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz.:

Ascher Baschen,	William Moran,
James Belch,	Ellis Rich,
Orris Benson,	Frederick Satow,
Carl Adolph Berg,	Samuel D. Smith,
Charles E. Brewer,	Oscar W. Wahlstrom,
James Burke,	Lillian Dornblut,
David L. Edmonston,	Sofia Ferdman,
Michael Elliott,	Hetwich Hutschenreuter,
James Gaffney,	Jessie F. Hicks,
Benjamin Goldwater,	Florence A. Mason,
William Hefferman,	Daisy L. Peck,
Lorenz Heuser,	Grace Patterson,
Chester M. Isbell,	Elizabeth Thadwald,
David Kalen,	Louise Venuto,
William Konkel,	Carrie B. Van Valkenberg,
George B. McDonald,	Minnie L. Walker,
Eli Magerski,	Dorothy L. Wolfersteig,

who have completed, or within the coming academical year will complete, the term of five years for which they were originally selected as pupils by the Department of Public Instruction; therefore,

Resolved, That said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of the law.

Resolved, That Barbara Hutter, who within the coming Academical year will complete the term of three years, for which she was originally appointed by the Department of Public Instruction, be recommended to the Superintendent of Public Instruction, to be continued under instruction for two years from and after the expiration of the original appointment, to complete the term of five years, agreeably to the existing provisions of the law.

Resolved, That,

Robert H. Anderson,	Emil Mayer,
Frederick Bachman,	Matthew H. Morrison, Jr.,
Louis F. Burch,	Katie McGirr,
Alice E. Judge,	Anthony C. Reiff,
William Lane,	Lydia A. Smith,

who have completed the full term authorized by law as State pupils, and who have passed satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class, upon the expiration of their several terms.

Resolved, That a copy of the foregoing resolution be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz.:

Ascher Baschen,
James Belch,
Orris Benson,
Carl Adolph Berg,
Charles E. Brewer,
James Burke,
David L. Edmonston,
Michael Elliott,
James Gaffney,
Benjamin Goldwater,
William Hefferman,
Lorenz Heuser,
Chester M. Isbell,
William Konkel,
George B. McDonald,
Eli Magerski,
Ellis Rich,
Frederick Satow,
Samuel D. Smith,
Oscar W. Wahlstrom,
Lillian Dornblut,
Sofia Ferdman,
Hetwich Hutschenreuter,
Jessie F. Hicks,
Florence A. Mason,
Daisy L. Peck,
Grace Patterson,
Elizabeth Thadwald,
Carrie B. Van Valkenberg,
Minnie L. Walker,
Dorothy L. Wolfersteig.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given them, viz.:

James Avens,
Robert H. Anderson,
Frederick Bachman,
Louis F. Burch,
Maud L. Gibbs,
William Lane,
Emil Mayer,
Matthew H. Morrison, Jr.
Katie McGirr,
Anthony C. Reiff,
Alice E. Judge.

Resolved, That the following named pupils, who have completed a supplementary course of instruction, are entitled to diplomas, and that the same be given to them, viz.:

Joshua Levy,
Eugene V. Moeslein.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Resolved, That a diploma of the highest grade be given to Elizabeth M. Anderson, who has completed a full course of three years' study in the High Class.

Resolved, That the prize for shirtmaking be conferred on Grace Patterson.

Resolved, That the prize for dressmaking be conferred on Maud Gibbs.

Resolved, That the prize for plain sewing be adjudged to Louise Turner.

Resolved, That the prizes for proficiency in cooking be awarded as follows:

Female Class A.—Sarah A. Elsworth.
Female Class B.—Nadine Henry.
Male Class A.—Erich Berg.
Male Class B.—Charles E. Brewer.

Resolved, That the prize for progress and successful attainment in typewriting be awarded to Gertrude Turner.

Resolved, That the prize for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded to—

First Grade—John H. Keiser.
Second Grade—Benjamin Silvermond.
Third Grade—Edward C. Elsworth.

Resolved, That prizes be given to the pupils of each division for proficiency in their respective trades, viz.:

CARPENTERS.

DIVISION A.	DIVISION B.
First Prize—Lorenz Heuser.	First Prize—John J. Sorenson.
Second Prize—James Avens.	Second Prize—William Lane.

TAILORS.

David Hurewitz.

FLORICULTURE.

Division A.—Eli Ellis, Jr.
Division B.—William Hefferman.

HOUSE PAINTING.

Thomas Orman.

Resolved, That from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art:—

SPECIAL ART CLASSES.

ADVANCED CLASS—First Prize, Robert H. Anderson; Second Prize, August Muhlbach.

INTERMEDIATE CLASS—First Prize, Michael Elliott; Second Prize, Nadine Henry.

PRIMARY CLASS—First Prize, F. C. Berger; Second Prize, J. O'Donnell.

SCHOOL ART CLASSES.

ADVANCED GRADES (Including 7th, 8th, 9th, Junior Academic, and Academic)—First Prize, Elizabeth M. Anderson, Second Prize, Anthony C. Reiff.

INTERMEDIATE GRADES (Including 4th, 5th, and 6th)—First Prize, George Reicke; Second Prize, Erich Berg.

PRIMARY GRADES (Including 1st, 2d, 3d, and Aural)—First Prize, Margaret Branfuhr; Second Prize, T. Nickerson; Third Prize, Louise Miller.

Special Monitor's Prize to August Muhlbach.

Resolved, That the Archibald D. Russell Gold Medals, for highest proficiency in the school of the soldier, be awarded to—

Cadet Hannon, Company A.
Cadet Brewer, Company B.
Cadet Silvermond, Company C.

With honorable mention of Cadets Hatowsky and Muench, of Company A; Cadets Haischober and Stern, of Company B; and Cadets McAllister and Renner, of Company C.

Resolved, That the Principal's Prize, for the best drill officer, be awarded to Eli Ellis, Jr., Captain of Company C.

Resolved, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Annie McPhail.

Resolved, That the Cary Testimonial be awarded to Matthew H. Morrison, Jr., for superiority in scholarship and character.

Resolved, That the Demilt Prize, for scholarship and character, be awarded to George B. McDonald.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

Resolved, That the Special Prize, offered by the Principal for scholarship and character, be awarded to Katie McGirr.

Resolved, That the Anderson Prize, for superior attainment, be awarded to Rosa Mishnun.

Resolved, That the Dennistoun Prize, for English Composition, be awarded to John H. Keiser.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made to this Institution by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Elizabeth M. Anderson.

All of which is respectfully submitted.

CHARLES A. LEALE, M.D.,
AVERY T. BROWN,
ARCHIBALD D. RUSSELL,
EDWARD M. TOWNSEND,
EDWARD M. TOWNSEND, JR.,

Committee on the Annual Examination.

FINANCIAL STATEMENT.

Report of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the Receipts and Expenditures, for the year ending September 30, 1898.

RECEIPTS.		EXPENDITURES.	
Amount received from the State Comptroller . . .	$61,504 35	Groceries and Provisions.	$22,947 32
*Amount received for County Pupils, 1896, 1897, and 1898.	111,892 41	Clothing	11,754 80
Amount received for Pay Pupils	2,929 75	Furniture and Bedding	4,798 92
Amount received from other sources	393 48	Building and Repairs	10,851 99
		Contingent Expenses	4,370 71
		Salaries and Wages	19,802 65
		Fuel and Lights.	6,223 17
* Bills amounting to $83,614,69 for Tuition for the years 1896 and 1897, which were not paid because of litigation, are included in this item.		Stable	1,387 20
		Garden and Grounds	2,609 45
		Laundry	3,709 28
		Schools.	28,785 34
		Printing.	2,188 49
		Hospital.	2,179 87
		Cooking School.	327 50
		Real Estate and Building Fund on account of advances made to meet deficits	54,783 30
	$176,719 99	Total.	$176,719 99

* 1896, $30,909.90; 1897, $52,704.79; 1898, 28,277.72.

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of real estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library fund for maintenance of Library. The Frizzell, Harriet Stoner, William H. Fogg and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests.

Receipts and Expenditures "from funds not applicable to current expenses, etc., etc.," for the year ending September 30, 1898.

RECEIPTS.			EXPENDITURES.		
1897.					
Oct. 1.	To balance from old account	$10,701 32	By 10 Executive Committee drafts		$7,568 52
	Principal of Bonds and Mortgages	12,092 50	Library Committee drafts (3)		386 23
	Loan from Central Nat. Bank	5,000 00	Chemical Nat. Bank account for loans		29,000 00
	Legacy of Ann L. Turner, deceased	1,451 95	Central Nat. Bank account for loans		13,000 00
	Gift of Mrs. J. F. Norbury to Library Fund.	15 00	Interest on loans		369 98
	Rebate on fire insurance premiums	1,609 64	Assessment for improvement of 155th Street, etc		4,334 62
	Interest on Bonds and Mortgages	5,886 74	Bills for engrossing		20 00
	Interest on balances in Trust Companies	260 71	Sept. 30. Balance to new account. Cash in Bank of Metropolis	$14,445 73	
	Interest on balances in Savings Banks	326 15	N. Y. L. Ins. & Trust Co.	1,080 28	
	Interest on judgment against Kings Co.	581 43	United States Trust Co.	13,680 43	
	House Account on acc't of advances made	54,783 30	Savings Banks	8,822 95	
					38,029 39
		$92,708 84			$92,708 74

BALANCE SHEET.

Dr.			Cr.	
* Real Estate and Building Fund	$152,341	44	Cash Account	$ 38,029 39
William H. Fogg Fund	10,000	00	Bond and Mortgage Account	133,135 00
Library Fund	4,259	08		
Frizzell Fund	4,136	38		
Harriet Stoner Fund	253	41		
Cary Fund	174	08		
	$171,164	39		$171,164 39

* Mem.—House Account owes for advances made to meet deficits $81,112.19.

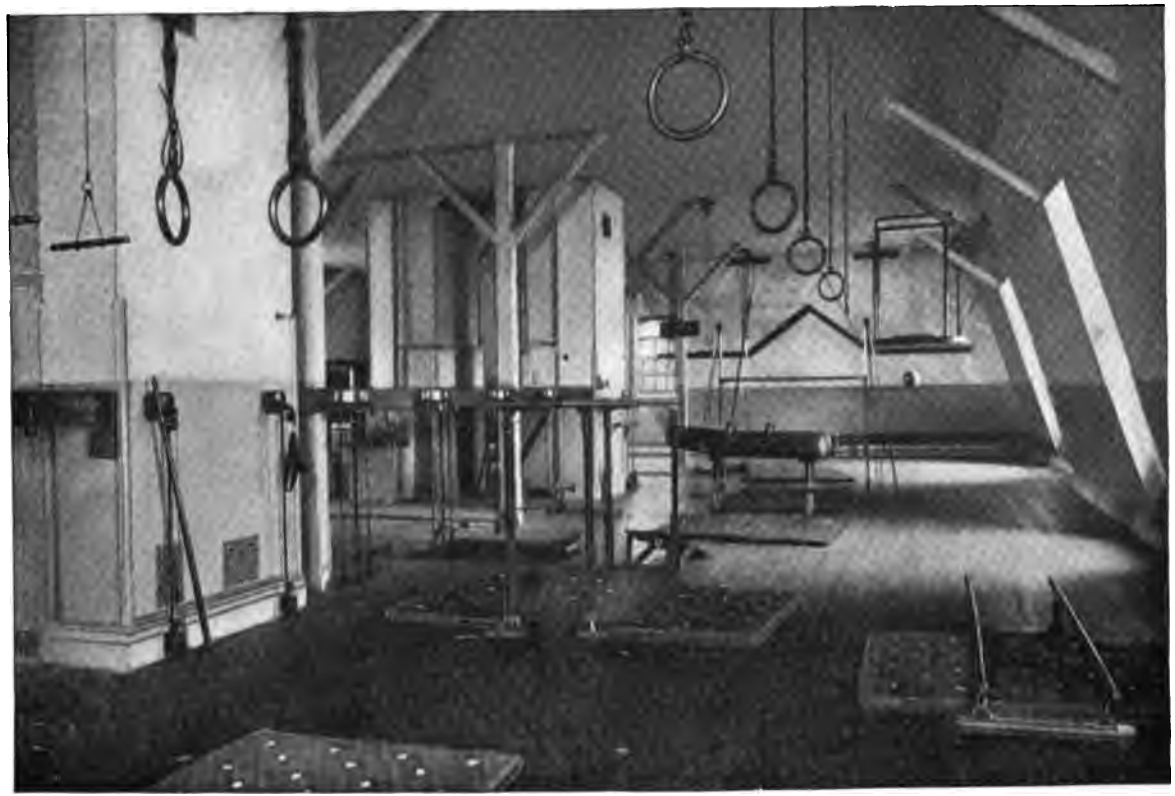
STATE OF NEW YORK,
CITY AND COUNTY OF NEW YORK, } *ss.:*

Edward M. Townsend, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn to before me this 19th day of October, 1898.

EDWARD M. TOWNSEND,
Treasurer.

R. O. CONNOR,
Notary Public for New York County.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GYMNASIUM—150x55 feet.—A.

REPORT OF THE ATTENDING PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—As will be seen from the subjoined schedule of diseases, the past year has been an unusually favorable one, as regards the health of the pupils. The only serious epidemics which have visited us were measles and influenza, and all the cases made complete recoveries.

The good influence upon the pupils of the gymnastic exercises and the military drill, is still manifested by the decrease in the number applying for relief from minor ailments, either real or imaginary, which are not comprised in the schedule:

DISEASES.	Cases.
Abscesses	6
Burns	7
Diabetes	1
Eczema	3
Erysipelas	1
Fracture of clavicle	1
Fracture of finger	1
Fracture of leg	1
Influenza	63
Keratitis	5
Malarial poisoning	2
Measles	33
Pneumonia	2
Remittent fever	9
Ringworm	5
Sprains	8
Tonsillitis	136
Whooping cough	3
Total	287

Yours respectfully,

October 1, 1898. W. T. ALEXANDER, M.D.

REPORT OF THE DENTIST.

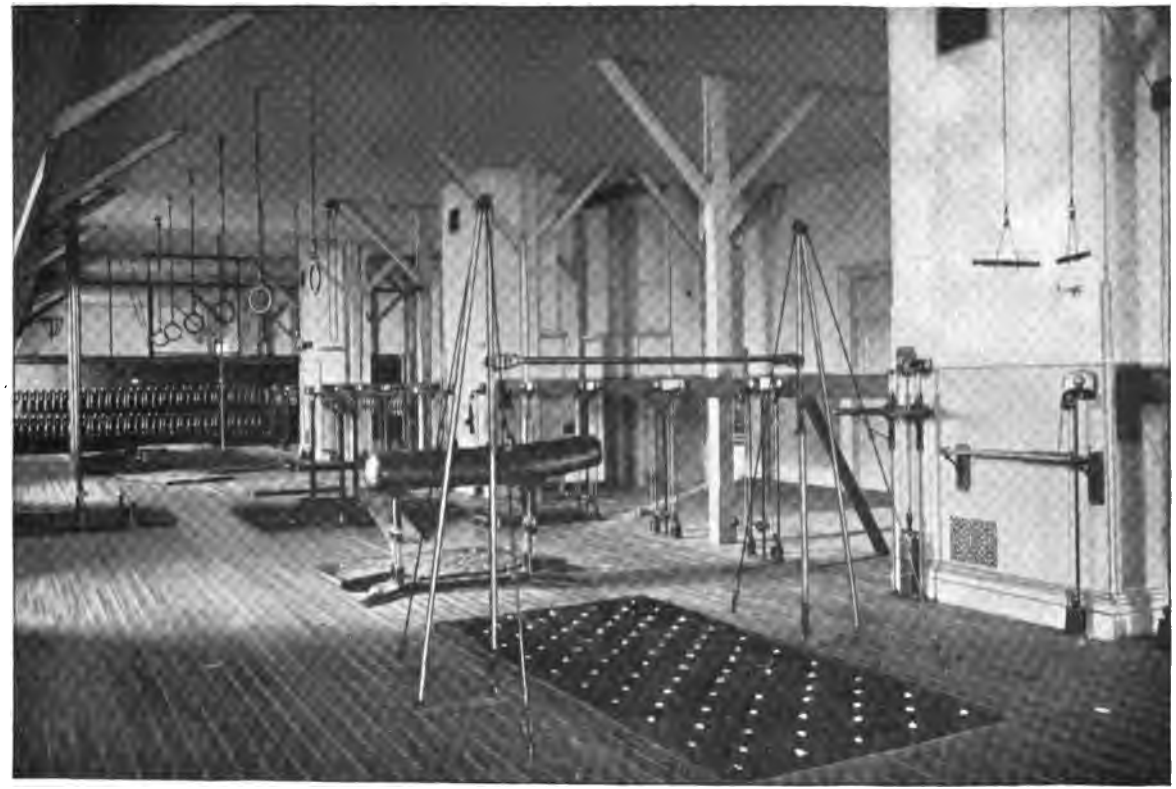
NEW YORK, November 1, 1898.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—"So peacefully their days did glide" through all the dental chapters of the year just closed, that little comment is needed further than the bare statement of 136 hours' work done, and 320 fillings put in. Each child has passed under the dentist's hand once during the year, and the poorer grades of teeth have been inspected the second time, and I believe that each pupil has received sufficient care of the most conservative kind. The fact that the dental standard for the Institution has not been lowered in the least, while there is a noticeable decrease in the amount of work needed, shows again the value of the ounce of prevention in preserving the teeth of the youngest pupils. The permanent teeth are much more vigorous for the health of their predecessors. Simple cases of malposed teeth have ceen corrected, and others will be the coming year. This work is neither difficult nor tedious, nor is it unreasonably painful. No plates are used in my practice, and the children do not rebel under the treatment.

Very faithfully,

CHARLOTTE E. BENTON, D.D.S.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

APPENDIX.

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about 23 acres, and are located upon the banks of the Hudson River, at Washington Heights, between One Hundred and Sixty-second and One Hundred Sixty-fifth Streets. The entrance to the grounds is at Broadway, near One Hundred Sixty-third Street, about nine miles from the City Hall.

The Institution can be reached by all elevated railroads to One Hundred and Twenty-fifth Street, thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue, from which point the Institution is distant two blocks west.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of $350 to $400 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Advanced day pupils will be received at a charge of $200 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the third Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the third Wednesday in September. Pupils will, however, be received at any time when accompanied by the proper certificate of appointment.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismission of pupils, and correspondence with reference to their support, health, and education, must be addressed to the **Principal.**

The post-office address of the Institution is **Station M, New York.**

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany. Children under 12 years may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as State pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual the Board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute lessons or copies, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, town, county, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove that deafness, and if so, by whom and with what result?
11. Have any attempts been made to communicate instruction? If so, what?



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

12. Is there any ability to articulate or read on the lips? How much?

13. Is he cleanly?

14. Has he had any acute disease or received any bodily injury?

15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?

16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium, or tobacco?

18. Has he ever been vaccinated or had the small-pox?

19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.

22. What is the name of the father?

23. Where was he born?

24. What is the name of the mother (before marriage)?

25. Where was she born?

26. What is the name and post-office address of the correspondent?

27. What is the occupation of the father?

28. Have either of the parents died?

29. Has a second connection been formed by marriage?

30. Were the parents related before marriage—*e.g.*, cousins?

31. What are the names and ages of their children?

32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

33. Has he any special mark or peculiarity of appearance?

34. Color, color of eyes, stature, color of hair?

35. How long has the applicant lived in the State of New York?

36. How long in the county above named?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York?

38. How long in the county above named?

39. By whom is this information given?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,
President.

THATCHER M. ADAMS,
Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution for the education of deaf-mutes.

§ 2. Any parent, guardian, or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals, or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes, as to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized and is prepared for the reception and instruction of such pupils.



NEW YORK INSTITUTION FOR THE INSTRUCTION

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition, and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor, properly authenticated by the Principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This Act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10 (as amended by Chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, *viz.:* The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging, and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of

this State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been a resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident in the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear portion of the expense, he may impose conditions, whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, or guardians, or friends, in such manner and at such times as the Superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the appointing official.

STATE OF NEW YORK, }
County of..... } *ss.:*

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the..... day of....., 18 , and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to Section...., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875, and Chapter 36, Laws of 1892.

.....

Dated.....18 .

This act to take effect immediately.

Sworn to before me.....18 .

....

Notary Public.

CERTIFICATE.

To be granted by appointing official and sent to the Institution.

STATE OF NEW YORK, }
County of..... } *ss.:*

I have this day selected.....of the town of..... county of....., son [or daughter] of.....who, was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of....., 18 , to the..... day of....., 18 (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of Section....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875, and Chapter 36, Laws of 1892.

..... }
of the town of
.....

Dated....., 18 .

APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at One Hundred and Sixty-third Street and Broadway, New York City:

The undersigned, desiring to procure the admission of..... as a State pupil, in the institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts:

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State.....County.....Town or City.....

NOTE.—(Name street and number.)

How long has the applicant lived in the State of New York?

Answer.....

How long in the county above named?

Answer.....

State full names of parents, guardians, or nearest relative of applicant,

Answer.....

State the residence of the above named parents, guardians, or nearest relative, as follows:

State.....County.....Town or City.....

State how long the above-named parents, guardians, or nearest relative have lived in the State of New York.

Answer.....

How long in the county above named?

Answer.....

When was the applicant born?

Answer.....

State where.

Answer.....

Is the applicant of good moral character; free from disease; and does he possess intellectual faculties capable of instruction?

Answer.....

Has the applicant ever been a pupil in any institution for the.....and if so, what one, and for how long?

Answer.....

Has the applicant, or the parents, relative or guardian, above



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

named, sufficient pecuniary ability to pay for any portion of the board, tuition, or clothing of said applicant at said institution?

Answer.....

.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }
County of..... } *ss.:*

The undersigned, being duly sworn, says that..... is the parent, guardian, or relative of applicant above named, and that the above statement signed by.....is true to the best of.....knowledge and belief.

.....

Sworn to before me, this.....
day of.....18 .

.....

.....

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK, OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

TO THE HON.....

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from..... and that clothing be furnished by.....

.....

Principal.

FORM OF BOND.

Know all men by these presents, that we.....of in the county of.....and State of, and of in the county of.....and State of.....are held and firmly bound unto.....the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office, in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of A. D.....

Whereas.....of..... ..in the county of.....and State of.....has been or is about to be admitted as a pupil in the institution aforesaid;

Now, therefore, the condition of the obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said.....as such pupil, the sum of four hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said.....; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in the presence of

.....[L. S.]
.....[L. S.]



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held, *viz.:* At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.



THE papers following were prepared, at request, by members of our staff of instruction, for presentation at the last Convention of American Instructors of the Deaf, held at Columbus, Ohio.

They are here reprinted as indicating the course pursued in this Institution in the Art and the Kindergarten Classes.

Enoch Henry Currier

Principal.

PATRIOTISM IN INDUSTRIAL ART TRAINING.

Patriotism in Art suggests at first monumental statuary, triumphal arches, and the stately domes and pillars of our capitols; why not also the things of every-day life, including even the fireplace tilings of the "homes of the brave?"

When our towns are decorated with flags and bunting for a great national rejoicing, whose patriotism is most appreciated, that of the people who own the most expensive flags, or of those who show some artistic and individual arrangement of their colors?

It is all the same old stars and stripes, but the Vermont display differs from that of the Carolinas, as the people's tastes and customs differ, and that expression of locality is, in Art, most valuable from a practical point of view.

When you show off the dainty little silver hand on the hatpin you brought from "the other side" last summer, it says Antwerp so unmistakably that you do not generalize by mentioning Europe.

The thrifty Belgians have found a substantial money value in their local fairy tales. To be sure New York has her "Liberty" souvenir spoons, but the inspiration of the design was imported. There is a good piece of iron work on the elevators of one of our large hotels, with the city coat-of-arms as a decorative motive. The "Sons of the Revolution" are making a far-reaching impression with their very interesting bronze tablets, designed by our own artists.

Let us "take the current when it serves;" the children were never as anxious to be patriotic as they are now, and it seems a pity to let them fire off all their surplus energy in the form of crackers, or even in reciting "poems" which are too often far from being classic. There is no literature too high or too fine for these little ones to learn by heart, and illustrate with their naive "pictures."

The first requisite in an attempt at ornament or illustration of a patriotic nature is tradition, national or local, and local traditions must be of most value in primary education, as they can be easily grasped by the childish mind.

In the woods, near our school, is a spring from which it is said an Indian girl carried water to the suffering soldiers behind the earthworks, on the top of the hill, in the war of the Revolution. It is a foregone conclusion that a child will make a better illustration of a story like this, which he owns, than of one taken at random from an ordinary school reader, and if the children do not consider themselves

too old to play, the drawings will carry more conviction if they are made after an active imitation of the scene, kindergarten fashion. This last, however, will not be the universal method, until the ideal condition of nine classmates to a child is established.

A very large proportion of the children in our schools have no stimulating traditions. Turkey and ice-cream for Thanksgiving, candy and toys for Christmas, base-ball for Spring, and foot-ball for Autumn, form the chief inspiration of their original compositions.

These ideas are of course of value in illustration, but are apt to become monotonous, and do not offer the opportnnity for training in patriotism and civic pride so sorely needed by that large foreign element, out of which we are trying to make good Americans.

The little Germans know their old flag, and still have a half-hearted admiration for the imperial eagles, but their parents are too busy gathering in the gold of the new country, to keep alive the customs and traditions of their old home. These poor little ones have no "Mother Goose," the blue cornflowers are left beyond the sea, and the golden-rod "a yellow (flower) is to them and nothing more."

Give them brushes and colors, let them "paint" the trailing arbutus, telling them its story meanwhile. Do not dishearten them with corrections; the flower teaches them in its own way.

As for discipline, show your utmost interest in the model, put it on a moral pedestal, do everything to create an atmosphere of reverence about it, be it rose or onion, and your class will be as far above discipline as Art is above the treadmill.

How shall we find patriotic subjects for the primary grades? Take the State flower, and emblems or objects having historic interest; revive the traditions of the childhood of our great continent—of its arts and crafts, the better to reach the quality of simplicity belonging to the little ones. Once they are eager to express their ideas, it is easy to lead them. Tell them Hiawatha's story:—

"In the solitary forest
Pondering, musing in the forest
On the welfare of his people.
From his pouch he took his colors,
Took his paints of different colors,
Painted many shapes and figures,
Wonderful and mystic figures.
And each figure had a meaning,
Each some word or thought suggested,
Songs of war, and songs of hunting,
Songs of medicine and magic.
Thus it was that Hiawatha,
In his widsom, taught his people,

All his mysteries of painting,
All the art of Picture Writing."

The beauty of line of a Greek vase is too subtle for untrained eyes, but a toy model of an Indian tent suggests action, movement, fires the young imagination; the children will draw it with all the naive seriousness of the ancient picture writer himself. A toy birch canoe makes a capital model :—

"From the ground the quills he gathered,
All the little shining arrows,
Stained them red and blue and yellow
With the juice of roots and berries;
Into his canoe he wrought them,
Round its bows a gleaming necklace,
On its breast two stars resplendent,
And it floated on the water
Like a yellow leaf in Autumn,
Like a yellow water-lily."

What could be more interesting than a study of the Indian folk-lore of one's own neighborhood? Why was this village called Minoma? What is the legend of Winooski creek? The symbolism of the ornaments of the local tribe? These decorators would not have put "Ns" and bees on their dinner plates in honor of a man they cared nothing for. Almost every bird and tree and flower in our parks and fields has its legend, the heritage of the children, as much as Bunker Hill and Fourth of July.

These Indian beginnings naturally lead up to pioneer or colony times, an endless fund of material for illustration. Why do the children rank "Buffalo Bill" above even an Inspector of Schools? Because they can better appreciate his system of instruction. Every detail of his history lessons is remembered. Perhaps this is a type of the education of the future.

The various patriotic societies are giving systematic training to their children in this same "Wild West" manner. They gave entertainments, in which the little actors represent the valiant deeds and peaceful custom of their ancestors, keeping alive the precious traditions of the good old times. This spirit extended to the children of our more recent colonists would help to develop that national Art we are so eagerly awaiting.

Surround the school children with the best Art can give; not only the Greek, Italian, and Dutch old masters, and modern French ones, but frame them photographs of the Chicago Fair buildings, and particularly of the details of the ornament of that American architecture.

Show them Low tiles, Rockwood and Volkmar vases, and tell them this is American pottery. Let them see some Tiffany glass work, some of our best metal and textile designing, making them understand that this art is as valuable in its own place as the pictures in the galleries and the illustrations in the magazines. Let them learn to love it because it is good art, because it is American art, and encourage them to go and do likewise.

The art spirit is growing wider and deeper every day, and woe betide us if we keep the school children from its best influences by restricting them to narrow and uninteresting lines of study.

The time has come for the whole people to demand Art in its broadest sense, in National and State collections, and in illustration, photography, and decoration, which through the newspapers and magazines literally reaches every corner of the land.

The school children will decide which type of Art is to dominate this output, and we are their teachers.

GABRIELLA MARIE LEPRINCE.

KINDERGARTENING IN ITS RELATION TO LANGUAGE TEACHING.

Language is the goal toward which we, as teachers of little deaf children, are striving. We may employ widely different methods in this endeavor, but we are undoubtedly united in the primary aim. To give each child under our instruction a comprehensive vocabulary, and power of original and correct expression of his ideas, is the acknowledged desire of every conscientious and thorough teacher in our profession.

The question has been frequently asked by those engaged in the work, and also by many other educators: "Why has the kindergarten system, which has proved so beneficial and essential in the development of hearing children, not made greater progress in our schools, and why has it not been universally adopted into all schools and institutions for the deaf? The general excuse usually made by many of our excellent principals and teachers, is the lack of space in their curriculum and an unwillingness to spare time from language and speech instruction, to devote even an hour a day to a system of play. They assert that our pupils naturally play sufficiently without special teaching or guidance in the art, and there is little danger of the deaf child, who usually enters school at the advanced age of eight years, suffering from mental or nervous strain.

My own experience in kindergarten work among deaf children has led me to attempt to answer at least a few of the objections raised against the adaptation of the system to the special needs of little ones. The kindergarten may and must be a very important agency in language instruction, if it is of any permanent value.

The plays and gifts open wide avenues for thought and expression, if conducted as they were originally intended. As Froebel tells us, "Our children will attain a more fundamental insight into language, if we, when teaching them, connect the words more with the actual perceptions of the object. Our language would then again become a true language of life, that is born of life, and produces life, while it threatens otherwise, by merely outward consideration, to become more and more dead."

From the first the child should be led to express his small observa-

tion on the gifts in clear language, and in approximately complete sentences, brief though they be. There should be a constant interchange of conversation, adapted to the child's powers of expression, during the gift plays.

To quote from Kate Douglas Wiggin, "The kindergartner who directs these exercises like a drill sergeant, requiring her recruits only to be silent and obey, has entirely misconceived Froebel's ideas."

It is much easier, and a constant temptation for a teacher to do all the talking herself and assist the children so much in all their work, that they fail to gain the self-reliance and independence of thought and action which is the ultimate aim of the kindergarten. We believe with Pestalozzi that "Observation is the absolute basis of all knowledge." The first object then in all education, is to lead the child to observe with accuracy; the second, to express with correctness the result of his observation.

There is a direct gain in the vocabulary of the kindergarten child. He is taught from the beginning to name things correctly, and absorbs many new words from the kindergartner, and gains many others unconsciously from his play.

Many so called kindergartens are unworthy the name. They are merely schools for busy work, and often well merit the criticism made by members of our profession, that they are a waste of valuable time for the deaf child, and retard and prevent the development he should gain in the first and most important years of his school life.

Upon visiting a school for the deaf, which professes to have a flourishing kindergarten department, I found the teacher, who had never had special training for the work, but nevertheless had been given charge of the department, attempting to give a gift lesson.

A class of bright six-year-olds were supplied with four-inch sticks. The teacher gave them directions for making a certain form but before they had been given time to even make an attempt to carry out her instructions, the teacher went herself to each child and arranged the sticks according to her own ideas of uniformity and symmetry of design, then sat down with a complacent smile, well pleased with the result of her effort to produce ten uniform designs evidently not in the least conscious that her little people all in a row had failed to gain anything from her exercise.

We would like to believe such examples as these rare, but sad to relate these same conditions exist in many schools, both for hearing and deaf children; though unfortunately, are more apt to be found in our schools, as the little deaf child's powers of comprehension and conversation are much more limited. Consequently the nervous

impatient teacher, finds it much easier, and more satisfactory to her comfort, to do the work for her pupils, than to wait for their slow, blundering efforts, to make their own discoveries and solve their own problems.

A true well-organized kindergarten, conducted by a teacher thoroughly trained in kindergarten principles and methods, with some knowledge of the special needs of deaf children, will never merit the criticisms mentioned. The success of kindergarten work for the deaf should be judged fairly by the best examples of the work in our schools, and not by the poorest. No system of education has been more abused and more frequently misrepresented than this.

Kindergarten materials are sometimes ordered by principals or teachers who have little understanding of their use and purpose. The teachers put in charge of the work are frequently deficient in training, and after a year's experiment it is decided that the development of the children is not commensurate with the labor and the expense of the department, and it is abandoned.

First of all a kindergarten for the deaf demands a thoroughly trained kindergartner. She should be a graduate of an excellent kindergarten normal school, and should have ingenuity in adapting her methods to the peculiar needs of deaf children. She should also understand the importance of language instruction at the beginning of her work. Such a teacher will be systematic and methodical in her presentation of the gifts, occupations, and plays of the kindergarten, and will not make the mistake of distributing the materials as confused, detached portions of busy work, accompanied by the memorizing of disconnected facts. Each gift follows the other in regular sequence, and each occupation is related to the gifts.

The gifts giving the child his perceptions, or impressions; the occupations furnishing means for his expressions; according to the principle "That which follows is always conditioned upon that which goes before." Adequate time must be given for the child to grasp the ideas taught by the gifts, and to gain sufficient ability to express these ideas clearly. These lessons must be graded according to the special needs of the pupils. Some of them come from homes where attention has been given by the mother to the awakening and cultivating of the senses, but many of them, especially in large cities, show almost entire lack of such training; consequently, the teacher should devote more time to sense cultivation when necessary.

A class of beginners of average ability, ranging in age from six to eight years, were given a series of lessons during the year upon the first gift, which consists of six worsted balls of standard colors. The lessons were of about a half hour's duration, and were given once or

twice a week. In the course of the year the children were able to name the colors, match objects of the same form and colors, used simple sentences in describing the qualities of the balls, read short sentences from the lips relating to the placing of balls in various positions and directions, made collections of material and natural objects, corresponding in colors, and learned their names, also described different actions performed with the balls.

Several simple games, accompanied by appropriate words and sentences, were played. The constant repetition and association of objects with spoken, written, or spelled language, impressed the new words and sentences upon the minds of the children.

Percepts of color, form, size, comparison, classification, direction and number, were also gained through the exercises. The lessons were always interesting and delightful to the class.

At the latter part of the year the words and sentences connected with the gift were occasionally written on the blackboard for review purposes. Blank books were also prepared by the teacher, in which were written the words and sentences of each lesson with illustrations of fruits, flowers, and other objects associated with the colors and forms of balls, drawn with colored pencils.

These books were a never-failing source of delight to the children as they watched them grow, and new lessons were added each week. These were used as reading books, and were taken home during vacation. As their vocabulary grew and they gained ability to express their ideas in clear language, their interest in the gift increased, and they were ambitious to invent new games. Thus the faculties of imagination, observation, attention and invention, were continually exercised. The same method has been employed in all the gifts.

Care must be taken, however, not to allow the language work to become so cut and dried that it loses its life and interest. The ingenuity and enthusiasm of a bright kindergartner may easily avoid this mistake, for she will appreciate the versatility and increasing source of interest and pleasure to be found in gift study, conducted by a skilled leader in the spirit of play. The child must be continually stimulated in his effort to discover the secrets of the gifts, and should be wisely guided, but not interfered with, in his researches and inventions.

In the occupations the children should learn from the first to express their wants in words and sentences, and should be encouraged as early as possible to ask and answer questions about their work. The effort which is so often made to accomplish a large amount of pretty work for exhibition purposes, is another of the manifold temptations which beset the young kindergartner.

Ideas and language should be her highest aim for the children, and all else held subservient to that end. The kindergarten games played in the circle, under the direction of the kindergartener, are an excellent means for language teaching, as well as in developing other important faculties of the mind.

Every action during the games should be accompanied, as far as practicable, with the appropriate language. At another period of the day the words of the new game may be written on the blackboard by by the teacher, and carefully explained to the older children.

It has been my experience that games studied in this way are the ones voluntarily chosen by our pupils, and played with the greatest frequency and zest. The familiar games were sometimes copied into blank books for review exercises.

The kindergartner should chose the games, wisely guarding against the introduction of too great a variety during the year. Children like to play the same games over and over again, just as they prefer the same familiar stories.

The games of the kindergarten books may be revised if necessary, to suit the understanding of the children. The morning talks should also be a means, not only of bringing the little people into touch with nature, but should also make them desirous of asking and answering questions upon these subjects of interest. Free conversation between kindergartner and children is also very desirable.

Surely the child has not wasted the two or three years of his school life spent in a true kindergarten, nor has his progress in speech, language, and number, been retarded. All his faculties have been awakened and cultivated; his language filled with life and interest; his senses made acute; and his hand and eye skilled in manual work.

A course in manual training may follow the kindergarten course, though it may not take the place of it, as is sometimes supposed by some educators, ignorant of the purposes of the kindergarten.

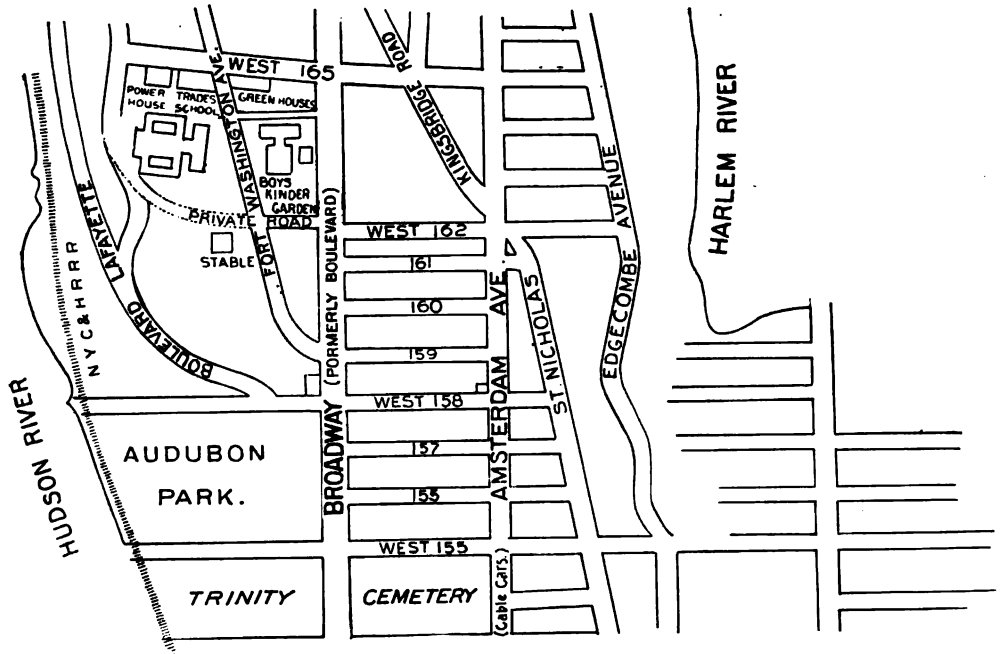
The systems differ widely in their scope and attainments. The skill of hand which the child gains through kindergarten handicraft undoubtedly prepares him to use the tools and appliances of Sloyd with greater dexterity and skill.

"No one would believe," says Froebel, "without seeing it, how the child life develops when treated as a whole, and in the sense of forming a part of the great connected life of the world, by a skilled kindergartner."

Have we a right to deprive the little children in our schools of this system, which develops the whole child, and may it not be one of the greatest factors in language instruction?

We, who believe in kindergartens for the deaf, trust the time is not far distant, when every school and institution for the deaf will include a genuine kindergarten.

MARGARET S. MCGILL.



SITUATION OF THE BUILDINGS OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

This Institution holds in perpetual and grateful remembrance the names of its

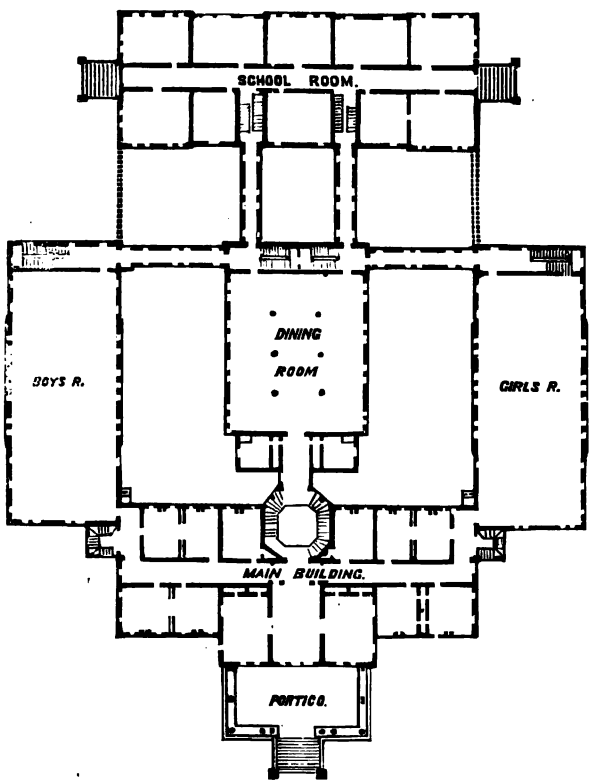
MUNIFICENT BENEFACTORS.

Ephraim Holbrook.	Seth Grosvenor.
William Dennistoun.	Simon V. Sickles.
Elizabeth Demilt.	Thos. C. Chardavoyne.
Madame Eliza Jumel.	James Anderson.
Sarah Stake.	Thos. Frizzell Thompson.
Sarah Demilt.	Thomas Riley.
John Noble.	James N. Cobb.
Thomas Egleston.	Elizabeth Gelston.
Samuel S. Howland.	Robert C. Goodhue.
Thomas Eddy.	Daniel Marley.
Benj. F. Wheelwright.	Eliza Mott.
Maria M. Hobby.	Samuel Willetts.
Simeon Abrahams.	James Kelly.
John Alstyne.	Leonora S. Bolles.
Mary Rogers.	Benj. F. Butler, Sr.
Julia A. Delaplaine.	Charles W. Cooper.
Mrs. John F. Norbury.	Elizabeth Fogg.
George P. Clapp.	Mrs. Ann L. Turner.

CONTENTS.

EIGHTIETH ANNUAL REPORT.

	PAGE
List of Officers, Directors, etc.	9
Directors' Preface	17
Report of the Principal	19
Report on the Annual Examination	38
Baccalaureate Sermon	71
Annual Commencement	80
Financial Statement	92
Report of the Attending Physician	95
Report of the Dentist	96
Situation of the Institution	97
Terms of Admission	97
Laws and Blank Forms	100
Public Meetings	107
Form of Bequest	107
Patriotism in Industrial Art Training	109
Kindergartening in its Relation to Language Teaching	113
List of Munificent Benefactors	119



PRINCIPAL FLOOR.
SCALE.

3 2044 029 961 604

DATE DUE

GAYLORD			PRINTED IN U.S.A.